

High School Assessment Design

**A Report to the Maryland State
Board of Education**



Appendix C Public Engagement Materials

**Maryland State Department of Education
The College Board
Educational Testing Service
January 1997**

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7. Letters (dated October 21, 1996) sent to superintendents, principals, and school improvement team chairs announcing additional town meetings and meetings of content supervisors and teachers. Approximate distribution: 2,550.
8. Letter (dated October 25, 1996) sent to Maryland PTA Representatives announcing the schedule of town meetings. Approximate distribution: 1,000.
9. Comprehensive schedule of public engagement sessions.
10. Notes from public engagement sessions in chronological order.

Overhead transparencies used during public engagement sessions

Improving Maryland Schools: High School Assessment Design Project

Maryland State
Department of Education
&
The College Board and
Educational Testing Service

Improving Maryland Schools: High School Assessment Design Project

- What?
- When?
- Why?
- How?
- Who?

What ?

Overview of Graduation Requirements

High School Graduation Course Requirements	Number of Credit Hours Required	HSA Tests	Number of Tests Required for Graduation in 2004
English	4	3	3
Math	3	2	2
Science	3	4	2
Social Studies	3	3	3
TOTAL	13	12	10

Objectives of Meeting

- To inform stakeholders of Maryland's high school improvement effort
- To inform stakeholders of the facts and features of the high school assessment design
- To facilitate review of, reaction to, & input on the concept & options for the design of Maryland's high school assessments

Educational Accountability Instruments in MD

Performance Level	Domain	Grade	Status
Basic Skills (Norm ref. ach. test battery)	Reading, language skills, math (sample, 250 per district)	2, 4, 6	Administered since 1970s
Min. Competency (MD functional tests)	Reading, writing, math, citizenship	7-12	Phased in during 1980s
High Expectations (MSPAP)	Reading, writing, language usage, math, science, social studies	3, 5, 8	Administered since 1991
High Expectations (HSA)	English, math, science, social studies, Skills for Success	9-12	Under development > class of 2004



English
3 end of course exams



Mathematics
2 end of course exams
covering
• Algebra
• Geometry
• Data Analysis & Probability

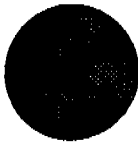
12/10/96 1



Science

4 end of course exams in

- *Earth/Space Science*
- *Biology*
- *Chemistry*
- *Physics*



Social Studies

3 end of course exams in

- *U.S. History*
- *World History*
- *Government*

Overview of Graduation Requirements in 2004

- No separate graduation requirements or test for Skills for Success. Measurable goals will be incorporated within the content area assessments.
- Tests offered at end of courses (Year long and semester block schedules).
- Maximum test time for each test will be three hours.

When?

- State-wide field tests in 1999-2000 ("No Fault Administrations")
- Operational in School Year 2000-01
- Graduating Class 2004

Why?

- To improve public education
- To raise the level of expectation as students acquire skills and knowledge
- To measure student, school, state, and school system performance

How?

Design Timeline

- Develop design options, 8/96-12/96
- Public discussion and input, 10/96-12/96
- Report to MSBE on design options, 1/97
- Develop program & test specifications, 2/97-5/97
- Final Report to MSBE, 6/97

Who?

Collaboration of...

- Educators
- Parents & Students
- Business Community
- General Public
- Higher Education

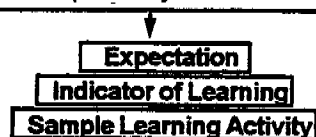
...and **YOU!**

Uses of the Maryland High School Assessments

- Student Accountability - Requires passing 10 assessments for graduation.
- School Performance - Evidence of school improvement; Core Learning Goals.
- Maryland Higher Education - Inform Placement and/or Admissions.

Core Learning Goals Science

Goal 1 - Skills and Processes	G
Goal 2 - Concepts of Earth/Space Science	O
Goal 3 - Concepts of Biology	A
Goal 4 - Concepts of Chemistry	L
Goal 5 - Concepts of Physics	



Core Learning Goals MATHEMATICS

Goal 1 - Functions and Algebra

Goal 2 - Geometry, Measurement and Reasoning

Goal 3 - Data Analysis and Probability

Expectation - Student will collect, org., analyze, & present data

Indicator - Student will use simulations or statistical inferences from data to estimate probability of an event

Example - Given data set make a scatter plot, predict future event (spending, etc.)

Maryland High School Assessments - Specifications

- Core Learning Goals
- Report of the High School Assessment Task Force (1/31/96)
- Actions of MD State Board of Education
- MSDE, College Board and ETS
 - Public engagement, feasibility, design
- Report and recommendations to MSDE
- Test development contract

Balancing Multiple Demands

- Administratively Feasible
- Academically Rigorous
- Professionally Acceptable
- Legally Defensible
- Economically Affordable

Influencing Design of the High School Assessments

- Professional Development Opportunities
- Local designation of courses that cover Core Learning Goals
- Multiple types of items on each test
- Alternatives to assessments "equivalent evidence of competence"
- School Improvement & Raised Academic Expectations
- Fair to All Students
- Accommodations for Special Populations

12/10/96 3

Design Options

PORTFOLIO PLUS

Combine information from student portfolio with test

- 2 Extended Constructed Response (CR) Questions
- Several Brief CR Questions
- Selected Response

PREP PLUS

All students work on common tasks prior to test

- 1 Extended CR based on preparatory learning tasks
- 1 Other Extended CR Question
- Several Brief CR Questions
- Selected Response

COMBINATION

Test includes:

- 1 Extended CR Question based on short set of documents
- 1 Other Extended CR Question
- Several Brief CR Questions
- Selected Response

LIMITED COMBINATION

Test consists of machine-scorable Selected Response and Brief CR items that measure sentence level writing skills and literature interpretation.

Public Engagement

- Over 40 groups
- Town Meetings in
 - Anne Arundel --Montgomery
 - Baltimore City --Queen Anne's
 - Baltimore County --Washington
 - Caroline --Wicomico
 - Charles

Design Option Development

- MSDE Design Team
- CLG Content Teams
- Subject Supervisors
- ETS & CB Staff

Critical Issues

- Standards & the Uses of the HSA
- Implications of "End of Course"
- Feasibility of Accommodations
- Choice & Flexibility
- Supporting Failing Students

Analysis Matrix

	Portfolio Plus	Prep Plus	Combination	Limited Combination
Academically Rigorous				
Professionally Acceptable				
Practically Doable				
Legally Defensible				
Economically Affordable				

Illustrative Schedule

	HSA Administered	HSA Results Reported
Option 1 Reported Before End of Course		
Designs 1-3	4/5 - 4/15	June 7
Design 4	5/5 - 5/15	June 7
Option 2 Reported After End of Course		
Design 1-3	5/24 - 6/2	July 28
Design 4	6/5 - 6/15	July 13

Participant Sign-in Sheet

MARYLAND HIGH SCHOOL ASSESSMENT DESIGN PROJECT

PUBLIC DISCUSSION AT _____

DATE: _____

Thank you for providing us with your name, your community, and the reasons(s) you are interested in HSA. This will enable us to summarize for the MSDE the numbers and kinds of people who have shown interest in the HSA and who have had the opportunity for input. This information will not be used to contact you further.

	NAME	COMMUNITY IN WHICH YOU RESIDE	ZIPCODE	AFFILIATION & REASON FOR ATTENDING e.g., parent, teacher, school administrator, business person, concerned citizen,
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

HSA Fact Sheets produced by MSDE and distributed at selected sessions.



Raising Expectations for Maryland Students

- ❖ By 2004, Maryland graduates will be better prepared for work and postsecondary education
- ❖ New, tougher high school assessments will be tied to graduation

Purpose and History

Maryland's proposed high school assessments help extend the Maryland School Performance Program through high school. To succeed in the next century, today's young people will be expected to know more and have higher-level skills than any previous generation. Schools will raise academic expectations, building a firm foundation from the basics and ensuring the higher level skills demanded by the modern workplace and higher education.

The Maryland School Performance Assessments, or MSPAP, given in third, fifth, and eighth grade, are already raising academic performance in Maryland's elementary schools. The high school assessments will extend these higher expectations into grades 9-12. The tests will gauge both school performance and individual student performance, providing valuable information for school improvement planning.

Proposal

The proposed high school assessment is a series of 10 end-of-course tests in English, mathematics, science, social studies, and skills for success. All Maryland high school students, starting with the class of 2004, will be required to pass them to graduate.

Students will take three end-of-course exams in English, two in mathematics, two in science, and three in social studies. Skills for success — learning, thinking, communication, technology, and interpersonal skills — should be taught in every course and will be essential to performing well on all the tests.

A test development firm will work with the Maryland State Department of Education and local school systems to prepare blue-prints for an assessment that:

- ❖ is a graduation requirement for all students.
- ❖ recognizes different levels of achievement.
- ❖ combines multiple choice, short answer, performance, and essay questions.

Development





The high school assessment is being developed in collaboration with teachers, business leaders, community members, and professional education-related organizations from around Maryland. Both national and international standards are being used to help develop the assessments.

Recognizing that teachers must play a vital role in developing the assessments, the Maryland State Department of Education and the State Board of Education have contacted every high school in the state to obtain teacher feedback on what students should be required to know and be able to do. The State Board of Education is exploring the possibility of local alternatives for certifying the competency of students who do not pass the state assessments.



Maryland's High School Assessment

— building on rigorous credit requirements

Subject Area	Current Specific Credit Requirements	High School Assessments
Core Requirements		
 English	4 credits	3 end-of-course exams
 Mathematics	3 credits ✓ 1 credit in fundamental or advanced algebraic concepts and topics ✓ 1 credit in fundamental or advanced geometric concepts and topics	2 end-of-course exams covering: ✓ algebra ✓ geometry ✓ data analysis and probability
 Science	3 credits, including laboratory experience, in any or all of the following areas: ✓ earth science ✓ life science ✓ physical science	2 end-of-course exams in two of the following areas: ✓ earth/space science ✓ biology ✓ chemistry ✓ physics
 Social Studies	3 credits ✓ 1 credit in U.S. history ✓ 1 credit in world history ✓ 1 credit in local, state and national government	3 end-of-course exams in: ✓ U.S. history ✓ world history ✓ government
Other Credit Requirements		
Fine Arts	1 credit	
Physical Education	½ credit	
Health	½ credit	
Technology Education	1 credit	
Foreign Languages or Advanced Technology or Career and Technology Education Program	2 credits in Foreign Languages or 2 credits in Advanced Technology or a career and technology education program	

Note: Other current Maryland graduation requirements include attendance, functional tests, and student service.

High School Assessment

1

REVISED AUGUST 1996

1. What is the proposed High School Assessment and how does it relate to the Maryland School Performance Assessment Program (MSPAP)?

The High School Assessment was proposed in July 1995 as a series of end-of-course tests covering core learning areas of English, mathematics, science, and social studies. If the tests are approved, all Maryland high school students would be required to pass 10 of the 12 (2 of 4 in science) in order to graduate. The assessment is an extension of the Maryland School Performance Assessment Program, which is given in grades 3, 5, and 8 to determine the performance levels of individual schools. While the MSPAP focuses on school performance, the High School Assessment will focus on individual student performance and provide valuable information for school improvement planning.

2. How is the High School Assessment being developed?

The Assessment Task Force of more than 35 members representing teachers, business leaders, community members, and education-related organizations across Maryland has developed recommendations for the assessment. The task force helped to coordinate the work of five content teams made up of 15-40 educators, business leaders, and community members. The content teams have identified core learning goals in each subject area, plus a fifth area called "Skills for Success." The core learning goals for all five areas have been approved by the State Board of Education. A testing company is assisting in the design of the High School Assessment and will present options for State Board review early in 1997.

3. What are "Skills for Success?"

They are skills identified through a collaboration between an MSDE task force and the Maryland Business Roundtable as being essential to success in post-secondary education and the world of work. Skills for Success—learning, thinking, communication, technology, and interpersonal skills—should be taught in every course and will be essential to performing well on all the tests.

4. What models from outside Maryland have been used to formulate the High School Assessment?

National and international standards were used as touchstones to help Maryland develop its proposed program. They include assessment programs used in Germany, England, and France, as well as test models from across the nation, such as the North Carolina End of Course Tests, the New York Regents Examinations, and others.

5. How does the proposed High School Assessment relate to the Maryland Functional Tests?

The Maryland Functional Tests were developed in the late 1970s to ensure that Maryland's high school graduates were competent in several core learning areas. But they were designed as minimum level assessments and measure only the minimum knowledge and skills that graduates should know and be able to demonstrate. The new High School Assessment strives for higher expectations for all Maryland high school students and would gradually replace the Maryland Functional Tests. The new assessment will be more challenging and meaningful to students and thus better prepare them for the variety of challenges they will encounter in life and in their careers.

6. What role do teachers play in developing the High School Assessment?

Teachers play a vital role in helping to develop the overall High School Assessment Plan. To that end, the Maryland State Department of Education and the State Board of Education have taken the unusual step of contacting every high school teacher in the state and many elementary and middle school educators to obtain their feedback. Teacher contribution is important to the development of the tests and to implement higher standards at the high school level. Local school systems also have an important role. The State Board of Education is exploring the possibility of local alternatives for certifying the competency of students who do not pass the state assessment.

7. What would happen to students who do not pass the test?

The intent of the test is to raise students' expectations and student achievement. All graduates should know the content learned in school but also how that knowledge can be applied in their everyday lives and work. The High School Assessment would ensure that when a student graduates, he or she has the interpersonal skills to work and communicate well with others. The test would also ensure that a student has the thinking and reasoning skills to understand all sides of an issue or information, has the technological skills to be able to compete successfully, and has the content mastery which serves as the basis for these processes. While details are not yet firm, those who fail a test could be required to demonstrate proficiency in the subject matter—through State Board approved local testing or by retaking the state tests—before they graduate.

8. How will the tests be structured?

The High School Assessment will be developed in a collaborative process. During the period from August 1996 to January 1997, the test design contractor will work in consultation with the State Department of Education and—through extensive public engagement activities—with others who have a stake in education to decide on the design options to be presented to the State Board for decision.

9. What is the timeline for the assessment?

Following approval by the State Board of Education of the core learning goals, work will begin on test design and staff training for the test. No-fault testing is to begin as early as 1999. The first full administration is expected to begin with the graduating class of the year 2004.

For more information, contact: Ron Peiffer (410) 767-0473

Comment Form created by CB/ETS and distributed at selected sessions.

We welcome your comments and suggestions.

Name: _____

Address: _____

City: _____ Zip Code: _____

I am a... (check all that apply)

☐ **Parent**

Teacher

☐ Administrator

☐ Student

☐ Other

Please use the space below for your comments about the overall design of the high school assessments. Use the back of this form if necessary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Return this form at the conclusion of the meeting or mail to Robert Majoros, The College Board, 45 Columbus Avenue, New York, NY 10023.

For additional information about the high school assessments, contact Dan Gadra, Director of High School Assessment, Maryland Department of Education, 200 West Baltimore Street, Baltimore, MD 21201; phone 410-767-0371.

Session Evaluation Form created by CB/ETS and distributed at selected sessions.

MARYLAND HIGH SCHOOL ASSESSMENT

PUBLIC ENGAGEMENT PROGRAM

SESSION EVALUATION FORM

Please take a moment to answer the following questions:

1. How would you rate the overall session in terms of its:
(1 = Poor 10 = Outstanding)

___ Information
___ Organization

___ Materials
___ Location

___ Length

2. Please rate the presentations according to whether they:
(1 = Poor 10 = Outstanding)

Provided Useful
Information

Were Correctly
Focused

Held Your
Interest

Overall

Comments _____

- 3a. What was the most useful aspect of this session? _____

- b. What was the least useful? _____

4. Was this particular session relevant to your interests? Yes _____ No _____

Please explain _____

(OVER PLEASE)

5. What is your interest in the Maryland High School Assessment?

- ☐ Parent
- ☐ Teacher
- ☐ School Administrator
- ☐ Policymaker
- ☐ General Interest
- ☐ Other _____

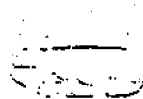
Name _____ Address _____
Phone _____

Thank you for your evaluation of this session. Your suggestions and comments will improve future sessions.

Please Mail This Form To:

Patricia McAllister
Director
Educational Testing Service
1776 Massachusetts Avenue, N.W.
Suite 620
Washington, D.C. 20036

Letter (dated October 7, 1996) sent to superintendents, principals, and school improvement team chairs announcing the HSA public engagement activity.
Approximate distribution: 2,550.



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8006

October 7, 1996

Dr. Jon Andes
Superintendent
Worcester County Board of Education
5270 Worcester Highway
Newark, MD 21841

SAMPLE LETTER SENT TO
ALL MD SUPERINTENDENTS

Dear Dr. Andes:

We are writing to follow up correspondence dated September 20, 1996, from Dr. Nancy S. Grasmick, State Superintendent of Schools, concerning the design of Maryland's high school assessment project. The College Board and Educational Testing Service (ETS) will be collaborating with the Maryland State Department of Education (MSDE) in soliciting input from school system and school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments.

We are writing at this time to ask for assistance in encouraging parents, teachers, school system and school staff, community leaders and other concerned citizens to attend regional town meetings planned during the next several weeks. A total of five town meetings will be held on different dates and in different geographical regions between October 16th and mid-November to ensure that parents of all students, teachers, administrative and supervisory staff, and other concerned local leaders and citizens have an opportunity to participate in this important discussion of the design of Maryland's high school assessments. In addition, regional meetings for content supervisors, teachers, and administrative and supervisory staff have been scheduled to coincide with each town meeting. Separate lists of town meetings and meetings for school and teaching staff are enclosed.

We have also enclosed similar correspondence that is being mailed to the principal and the school improvement team chairperson at all schools in your school system (and throughout Maryland) seeking assistance in publicizing and promoting these town meetings with parents and staff.

We are also asking for the school system's support in disseminating information on these town meetings to members of your local Board of Education, other local government and business leaders, concerned citizens and citizen groups, and other constituencies you believe will be interested in this process. The town meetings provide an opportunity for input early in the process of the design of the high school assessments.

Specifically, we are asking for the following assistance and support:

1. Encourage building principals and school improvement persons in each school to place information on all town meetings in their building newsletters.

2. Encourage content specialists, teachers, and other relevant staff to attend the regional meetings scheduled for these groups.
3. Encourage school system staff to attend town meetings and inform local leaders, relevant citizen groups (e.g., PTA, student advisory groups) and the general public of all details concerning the town meetings (e.g., purpose, locations, dates and times) and the importance of the Maryland high school assessment design effort through the most effective mechanisms for your school system.

These are the town meetings currently planned with the College Board and ETS to discuss design options. Therefore, it is essential that key constituencies, including school system and school administrators, teachers, parents and students who will largely be involved in the implementation of the high school assessments, have an opportunity to comment on various features or designs for the assessments. The town meetings will provide you with the best opportunity to comment on a variety of issues concerning the design and implementation of the high school assessment project. The assessments will be a graduation requirement beginning with the class of 2004, and some assessments will be completed by students beginning in 2000. Therefore, the town meetings should be of interest and importance to parents, students and staff who are involved with education at the high school, middle school and elementary school levels.

We are planning other activities during the public engagement process, including presentations and discussions at several state-wide meetings, but the town meetings will provide the best opportunity for all students, parents, teachers, and administrative and supervisory staff to learn about the high school assessments and to provide insights into the various issues involved in the design effort. The public engagement process will be completed in December to provide adequate time to develop recommendations for the Maryland State Board of Education (MSBE) in early 1997.

We plan to distribute additional information through school systems and schools later in the year. In addition, we welcome all comments, recommendations, and suggestions on the design elements of the high school assessment project. Please inform staff and teachers that they may forward such input to us by:

- writing to "The College Board, c/o Robert Majoros, 45 Columbus Ave., New York, NY 10023" or e-mailing "rmajoros@collegeboard.org" through December 15, 1996 (the deadline for solicitation of input on major design elements that will be decided by the MSBE in January), or
- writing or calling Dr. Dan Gadra, Director of High School Assessment (410-767-0371) and Dr. Ray Keech, Director of Public Engagement (410-767-0566), Maryland Department of Education, 200 West Baltimore St., Baltimore, MD 21201.

Public engagement and understanding are essential to ensure successful implementation of the end-of-course high school assessments within your schools and to ensure that results of the assessments will be useful to students, parents, schools, school systems and the state.

The College Board and ETS are extremely pleased to be collaborating with the Maryland State Department of Education on this important and ground-breaking assessment project. We depend on your assistance and input on the design of the Maryland high school assessments. Thank you in advance for your assistance and cooperation with this effort. Should you have any questions about the town meetings or other planned activities, please contact Robert Majoros at the College Board, 45 Columbus Ave., New York, NY 10023 (tel 212-713-8088, fax 212-713-8181, e-mail rmajoros@collegeboard.org), or you may contact us directly at the below addresses.

Sincerely,



Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
New York, NY 10023
e-mail (wcamara@collegeboard.org)



Ernest Kimmel
Co-Project Director
Educational Testing Service
Rosedale Road
Princeton, NJ
e-mail (ekimmel@ets.org)

cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
Dr. Mark Moody, Assistant State Superintendent for Planning, Results, and Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment

Enclosures: Correspondence to principals
Correspondence to school improvement team chairpersons
List of regional town meetings
List of regional meetings for content supervisors, administrators and teachers



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8000

October 7, 1996

TO: Principals in Maryland High Schools, Middle Schools, and Elementary Schools

The College Board and Educational Testing Service (ETS) will be collaborating with the Maryland State Department of Education (MSDE) in designing high school assessments that will be required for graduation in 2004. This fall we have scheduled a series of public engagement activities to solicit input from school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments.

We are writing at this time to ask for assistance in encouraging parents, teachers, school system and school staff, community leaders and other concerned citizens to attend regional town meetings planned during the next several weeks. A total of five town meetings will be held on different dates and in different geographical regions between October 16th and mid-November to ensure that parents of all students, teachers, administrative and supervisory staff, and other concerned local leaders and citizens have an opportunity to participate in this important discussion of the design of Maryland's high school assessments. In addition, regional meetings for content supervisors, teachers, and administrative and supervisory staff have been scheduled to coincide with each town meeting. Separate lists of town meetings and meetings for school and teaching staff are enclosed. We have also enclosed similar correspondence sent to your school improvement team chairperson.

We are asking for your assistance in disseminating information on these town meetings to members of your local Board of Education, other local government and business leaders, concerned citizens and citizen groups, and other constituencies you believe will be interested in this process. The town meetings are an opportunity for input early in the process of the design of the high school assessments.

Specifically, we are asking for the following assistance and support:

1. Please place a notice of the town meetings, including information on their times, dates, and locations, in your building newsletters.
2. Inform teachers and other school staff of all details concerning the regional meetings planned for these audiences, and encourage their participation in at least one meeting.
3. Inform local leaders, relevant citizen groups (e.g., PTA, student advisory groups) and the general public of these town meetings (e.g., purpose, locations, dates and times) and the importance of the Maryland high school assessment design effort through the most effective mechanisms for your school.

These are the town meetings currently planned with the College Board and ETS to discuss design options. Therefore, it is essential that key constituencies, including school system

and school administrators, teachers, parents and students who will largely be involved in the implementation of the high school assessments, have an opportunity to comment on various features or designs for the assessments. The assessments will be a graduation requirement beginning with the class of 2004, and some assessments will be completed by students beginning in 2000. Therefore, the town meetings should be of interest and importance to parents, students and staff who are involved with education at the high school, middle school and elementary school levels.

We are planning other activities during the public engagement process, including presentations and discussions at several state-wide meetings, but the town meetings will provide the best opportunity for all students, parents, teachers, and administrative and supervisory staff to learn about the high school assessments and provide insights into the various issues involved in the design effort. The public engagement process will be completed in December to provide adequate time to develop recommendations for the Maryland State Board of Education (MSBE) in early 1997.

In addition, we welcome all comments, recommendations, and suggestions on the design elements of the high school assessments. Please inform staff and teachers that they may forward such input to us by:

- writing to "The College Board, c/o Robert Majoros, 45 Columbus Ave., New York, NY 10023" or e-mailing "rmajoros@collegeboard.org" through December 15, 1996 (the deadline for solicitation of input on major design elements that will be decided by the MSBE in January), or
- writing or calling Dr. Dan Gadra, Director of High School Assessment (410-767-0371) and Dr. Ray Keech, Director of Public Engagement (410-767-0566), Maryland Department of Education, 200 West Baltimore St., Baltimore, MD 21201.

Public engagement and understanding are essential to ensure successful implementation of the end-of-course high school assessments within your school and to ensure that results of the assessments will be useful to students, parents, schools, school systems and the state.

The College Board and ETS are extremely pleased to be collaborating with the Maryland State Department of Education on this important and ground-breaking assessment project. We depend on your assistance and input on the design of the Maryland high school assessments. Thank you in advance for your assistance and cooperation with this effort. Should you have any questions about the town meetings or other planned activities, please contact Robert Majoros at the College Board, 45 Columbus Ave., New York, NY 10023 (tel 212-713-8088, fax 212-713-8181, e-mail rmajoros@collegeboard.org), or you may contact us directly at the below addresses.

Principals

3

Sincerely,



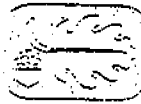
Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
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e-mail (wcamara@collegeboard.org)



Ernest Kimmel
Co-Project Director
Educational Testing Service
Rosedale Road
Princeton, NJ
e-mail (ekimmel@ets.org)

cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
Dr. Mark Moody, Assistant State Superintendent for Planning, Results, and
Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community
Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment

Enclosures: Correspondence to School Improvement Team Chairpersons
List of regional town meetings
List of regional meetings for content supervisors, administrators
and teachers



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8000

October 7, 1996

TO: Maryland School Improvement Team Chairpersons

The College Board and Educational Testing Service (ETS) will be collaborating with the Maryland State Department of Education (MSDE) in designing the high school assessments that will be required for graduation in 2004. This fall we have scheduled a series of public engagement activities to solicit input from school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments.

We are writing at this time to ask for assistance in informing and encouraging teachers and school staff to attend regional town meetings planned during the next several weeks. A total of five town meetings will be held on different dates and in different geographical regions between October 16th and mid-November to ensure that parents of all students, teachers, administrative and supervisory staff, and other concerned local leaders and citizens have an opportunity to participate in this important discussion of the design of Maryland's high school assessments. In addition, regional meetings for content supervisors, teachers, and administrative and supervisory staff have been scheduled to coincide with each town meeting. Separate lists of town meetings and meetings for school and teaching staff are enclosed. We have also notified your school principal of these activities and requested his or her assistance.

We are asking for your assistance in disseminating information on these meetings to staff and teachers. The town meetings provide an opportunity for input early in the process of the design of the high school assessments.

Specifically, we are asking for the following assistance and support:

1. Please talk to your principal about placing a notice of the town meetings, including information on their times, dates, and locations, in your building newsletters.
2. Please talk to other members of your School Improvement Team about the regional meetings planned for these audiences and encourage their participation in at least one meeting.

These are the town meetings currently planned with the College Board and ETS to discuss design options. Therefore, it is essential that key constituencies, including school system and school administrators, teachers, parents and students who will largely be involved in the implementation of the high school assessments, have an opportunity to comment on various features or designs for the assessments. The town meetings will provide you with the best opportunity to comment on a variety of issues concerning the design and implementation of the high school assessment project. The assessments will be a graduation requirement beginning with the class of 2004, and some assessments will be completed by students beginning in 2000. Therefore, the town meetings should be of

interest and importance to parents, students and staff who are involved with education at the high school, middle school and elementary school levels.

We are planning other activities during the public engagement process, including presentations and discussions at several state-wide meetings, but the town meetings will provide the best opportunity for all students, parents, teachers, and administrative and supervisory staff to learn about the high school assessments and to provide insights into the various issues involved in the design effort. The public engagement process will be completed in December to provide adequate time to develop recommendations for the Maryland State Board of Education (MSBE) in early 1997.

In addition, we welcome all comments, recommendations, and suggestions on the design elements of the high school assessments. Please inform staff and teachers that they may forward such input to us by:

- writing to "The College Board, c/o Robert Majoros, 45 Columbus Ave., New York, NY 10023" or e-mailing "rmajoros@collegeboard.org" through December 15, 1996 (the deadline for solicitation of input on major design elements that will be decided by the MSBE in January), or
- writing or calling Dr. Dan Gadra, Director of High School Assessment (410-767-0371) and Dr. Ray Keech, Director of Public Engagement (410-767-0566), Maryland Department of Education, 200 West Baltimore St., Baltimore, MD 21201.

Public engagement and understanding are essential to ensure successful implementation of the end-of-course high school assessments within your school and to ensure that results of the assessments will be useful to students, parents, schools, school systems and the state.

The College Board and ETS are extremely pleased to be collaborating with the Maryland State Department of Education on this important and ground-breaking assessment project. We depend on your assistance and input on the design of the Maryland high school assessments. Thank you in advance for your assistance and cooperation with this effort. Should you have any questions about the town meetings or other planned activities, please contact Robert Majoros at the College Board, 45 Columbus Ave., New York, NY 10023 (tel 212-713-8088, fax 212-713-8181, e-mail rmajoros@collegeboard.org), or you may contact us directly at the below addresses.

Sincerely,



Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
New York, NY 10023
e-mail (wcamara@collegeboard.org)



Ernest Kimmel
Co-Project Director
Educational Testing Service
Rosedale Road
Princeton, NJ
e-mail (ekimmel@ets.org)

cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
Dr. Mark Moody, Assistant State Superintendent for Planning, Results, and
Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community
Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment

Enclosures: List of regional town meetings
List of regional meetings for content supervisors, administrators
and teachers

**Regional Meetings of Content Supervisors, Administrators and Teachers
on the Design of the Maryland High School Assessment**

Western Regional Meeting of Content Supervisors, Administrators and Teachers
(Washington County)
October 16, 1996
4:00-6:00 p.m.
South Hagerstown High School
1101 South Potomac Street
Hagerstown

South Central Regional Meeting of Content Supervisors, Administrators and Teachers
(Anne Arundel County)
October 23, 1996
4:00-6:00 p.m.
Old Mill Senior High School
600 Patriot Lane
Millersville

Southern Regional Meeting of Content Supervisors, Administrators and Teachers
(Charles County)
October 30, 1996
4:00-6:00 p.m.
Westlake High School
3300 Middletown Road
Waldorf

Eastern Regional Meeting of Content Supervisors, Administrators and Teachers
(Caroline County)
November 7, 1996
4:00-6:00 p.m.
North Caroline Senior High School
10990 River Road
Ridgely

North Central Regional Meeting of Content Supervisors, Administrators and Teachers
(Baltimore County)
November 12, 1996
7:00-9:00 p.m.
Loch Raven High School
1212 Cowpens Avenue
Baltimore

Town Meetings on the Design of the Maryland High School Assessment

Western Regional Town Meeting
(Washington County)
October 16, 1996
7:00-9:00 p.m.
South Hagerstown High School
1101 South Potomac Street
Hagerstown

South Central Regional Town Meeting
(Anne Arundel County)
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(Caroline County)
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7:00-9:00 p.m.
North Caroline Senior High School
10990 River Road
Ridgely

North Central Regional Town Meeting
(Baltimore County)
November 12, 1996
7:00-9:00 p.m.
Loch Raven High School
1212 Cowpens Avenue
Baltimore

Letter (dated October 21, 1996) sent to superintendents, principals, and school improvement team chairs announcing additional town meetings and meetings of content supervisors and teachers. Approximate distribution: 2,550.



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8000

October 21, 1996

Dr. Robert Terrill
Superintendent
Allegany County Board of Education
108 Washington Street
Cumberland, MD 21502

SAMPLE LETTER SENT TO ALL SUPERINTENDENTS

Dear Dr. Terrill:

As you know, the College Board and Educational Testing Service (ETS) are collaborating with the Maryland State Department of Education (MSDE) in soliciting input from school system and school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments. We are writing to inform you that additional meetings have been scheduled in the city of Baltimore and Montgomery county to discuss the design of the Maryland high school assessments. Enclosed are updated lists of the scheduled meetings. Once again, we are asking for the school system's support in disseminating information on the town meetings to members of your local Board of Education, other local government and business leaders, concerned citizens and citizen groups, and other constituencies you believe will be interested in this process.

Please note that in the previous mailing, the time of the North Central Regional Meeting of Content Supervisors, Administrators, and Teachers was listed incorrectly. All meetings of Content Supervisors, Administrators, and Teachers are from 4:00-6:00 p.m., with town meetings following from 7:00-9:00 p.m. at the same locations.

If you have any questions about the town meetings or other planned activities, please contact Robert Majoros at the College Board, 45 Columbus Ave., New York, NY 10023 (tel 212-713-8088, fax 212-713-8181, e-mail rmajoros@collegeboard.org), or you may contact us directly at the below addresses.

Sincerely,

Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
New York, NY 10023
e-mail (wcamara@collegeboard.org)

Ernest Kimmel
Co-Project Director
Educational Testing Service
Rosedale Road
Princeton, NJ
e-mail (ekimmel@ets.org)

cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
Dr. Mark Moody, Assistant State Superintendent for Planning, Results, and
Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community
Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment

Enclosures: Correspondence to principals
Correspondence to school improvement team chairpersons
List of regional town meetings
List of regional meetings for content supervisors, administrators
and teachers

October 21, 1996



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8000

TO: Principals in Maryland High Schools, Middle Schools, and Elementary Schools

As you know, the College Board and Educational Testing Service (ETS) are collaborating with the Maryland State Department of Education (MSDE) in soliciting input from school system and school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments. We are writing to inform you that additional meetings have been scheduled in the city of Baltimore and Montgomery county to discuss the design of the Maryland high school assessments. Enclosed are updated lists of the scheduled meetings. Once again, we are asking for your support in disseminating information on the town meetings to members of your local Board of Education, other local government and business leaders, concerned citizens and citizen groups, and other constituencies you believe will be interested in this process.

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Sincerely,

Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
New York, NY 10023
e-mail (wcamara@collegeboard.org)

Ernest Kimmel
Co-Project Director
Educational Testing Service
Rosedale Road
Princeton, NJ
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cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
Dr. Mark Moody, Assistant State Superintendent for Planning, Results, and Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment

Enclosures: Correspondence to school improvement team chairpersons
List of regional town meetings
List of regional meetings for content supervisors, administrators and teachers

October 21, 1996



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8000

TO: Maryland School Improvement Team Chairpersons

As you know, the College Board and Educational Testing Service (ETS) are collaborating with the Maryland State Department of Education (MSDE) in soliciting input from school system and school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments. We are writing to inform you that additional meetings have been scheduled in the city of Baltimore and Montgomery county to discuss the design of the Maryland high school assessments. Enclosed are updated lists of the scheduled meetings. Once again, we are asking for your assistance in disseminating information on these meetings to staff and teachers.

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If you have any questions about the town meetings or other planned activities, please contact Robert Majoros at the College Board, 45 Columbus Ave., New York, NY 10023 (tel 212-713-8088, fax 212-713-8181, e-mail rmajoros@collegeboard.org), or you may contact us directly at the below addresses.

Sincerely,

W. Camara

Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
New York, NY 10023
e-mail (wcamara@collegeboard.org)

E. Kimmel

Ernest Kimmel
Co-Project Director
Educational Testing Service
Rosedale Road
Princeton, NJ
e-mail (ekimmel@ets.org)

cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
Dr. Mark Moody, Assistant State Superintendent for Planning, Results, and Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment

Enclosures: List of regional town meetings
List of regional meetings for content supervisors, administrators and teachers

**Regional Meetings of Content Supervisors, Administrators and Teachers
on the Design of the Maryland High School Assessment**

**Southern Regional Meeting of Content Supervisors, Administrators and Teachers
(Charles County)
October 30, 1996
4:00-6:00 p.m.
Westlake High School
3300 Middletown Road
Waldorf**

**Baltimore City Meeting of Content Supervisors, Administrators and Teachers
November 4, 1996
4:00-6:00 p.m.
Baltimore Polytechnic Institute
1400 West Cold Spring Lane
Baltimore**

**Eastern Regional Meeting of Content Supervisors, Administrators and Teachers
(Caroline County)
November 7, 1996
4:00-6:00 p.m.
North Caroline Senior High School
10990 River Road
Ridgely**

**North Central Regional Meeting of Content Supervisors, Administrators and Teachers
(Baltimore County)
November 12, 1996
4:00-6:00 p.m.
Loch Raven High School
1212 Cowpens Avenue
Baltimore**

**Montgomery County Meeting of Content Supervisors, Administrators and Teachers
December 3, 1996
4:00-6:00 p.m.
Paint Branch High School
14121 Old Columbia Pike
Burtonsville**

Town Meetings on the Design of the Maryland High School Assessment

Southern Regional Town Meeting

(Charles County)

October 30, 1996

7:00-9:00 p.m.

Westlake High School

3300 Middletown Road

Waldorf

Baltimore City Town Meeting

November 4, 1996

7:00-9:00 p.m.

Baltimore Polytechnic Institute

1400 West Cold Spring Lane

Baltimore

Eastern Regional Town Meeting

(Caroline County)

November 7, 1996

7:00-9:00 p.m.

North Caroline Senior High School

10990 River Road

Ridgely

North Central Regional Town Meeting

(Baltimore County)

November 12, 1996

7:00-9:00 p.m.

Loch Raven High School

1212 Cowpens Avenue

Baltimore

Montgomery County Town Meeting

December 3, 1996

7:00-9:00 p.m.

Paint Branch High School

14121 Old Columbia Pike

Burtonsville

Letter (dated October 25, 1996) sent to Maryland PTA Representatives announcing the schedule of town meetings. Approximate distribution: 1,000.

October 25, 1996



The College Board

45 Columbus Avenue, New York, New York 10023-6992
(212) 713-8000

TO: Maryland PTA Representatives

The College Board and Educational Testing Service (ETS) are collaborating with the Maryland State Department of Education in designing high school assessments that will be required for graduation starting with the class of 2004. These assessments will extend Maryland's school reform efforts into the high school years and will help to ensure that students are prepared to meet the demands of the modern workplace and higher education. This fall we have scheduled a series of meetings to solicit input from school administrators, teachers, students, parents, and other key stakeholders as we develop and refine alternative designs for the high school assessments. The town meetings listed below are open forums to learn about the proposed test design options and to provide feedback about those design options. We welcome your attendance at one of the town meetings and ask that you encourage other parents to attend.

Southern Regional Town Meeting
(Charles County)
October 30, 1996
7:00-9:00 p.m.
Westlake High School
3300 Middletown Road
Waldorf

North Central Regional Town Meeting
(Baltimore County)
November 12, 1996
7:00-9:00 p.m.
Loch Raven High School
1212 Cowpens Avenue
Baltimore

Baltimore City Town Meeting
November 4, 1996
7:00-9:00 p.m.
Baltimore Polytechnic Institute
1400 West Cold Spring Lane
Baltimore

Montgomery County Town Meeting
December 3, 1996
7:00-9:00 p.m.
Paint Branch High School
14121 Old Columbia Pike
Burtonsville

Eastern Regional Town Meeting
(Caroline County)
November 7, 1996
7:00-9:00 p.m.
North Caroline Senior High School
10990 River Road
Ridgely

In addition to the town meetings, we are planning other activities, including a presentation and discussion at the statewide PTA meeting on November 15 at the Marriott Hotel in Hunt Valley. These public engagement activities will be completed in December to provide adequate time to develop recommendations for the Maryland State Board of Education in early 1997.

Parents may also send comments, recommendations, and suggestions on the design elements of the high school assessments to us by:

- writing to "The College Board, c/o Robert Majoros, 45 Columbus Ave., New York, NY 10023" or e-mailing "rmajoros@collegeboard.org" through December 15, 1996

- writing or calling Dr. Dan Gadra, Director of High School Assessment (410-767-0371) and Dr. Ray Keech, Director of Public Engagement (410-767-0566), Maryland Department of Education, 200 West Baltimore St., Baltimore, MD 21201.

The deadline for parent input is December 15, 1996. Parent involvement is essential to ensure successful implementation of the end-of-course high school assessments within Maryland schools and to ensure that results of the assessments will be useful to students, parents, schools, school systems and the state.

The College Board and ETS are extremely pleased to be collaborating with the Maryland State Department of Education on this important and ground-breaking assessment project. We are depending on your assistance and input. Thank you in advance for your assistance and cooperation with this effort. Should you have any questions about the town meetings or other planned activities, please contact Robert Majoros at the above address, or call (212-713-8088) or fax (212-713-8181). You may contact us directly at the below addresses.

Sincerely,



Wayne J. Camara
Co-Project Director
The College Board
45 Columbus Avenue
New York, NY 10023
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cc: Dr. Nancy S. Grasmick, State Superintendent of Schools
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Information Management
Dr. Steve Ferrara, Chief, Assessment Branch
Dr. Ron Peiffer, Assistant State Superintendent, School & Community
Outreach Office
Dr. Ray Keech, Director of Public Engagement
Dr. Dan Gadra, Director of High School Assessment



Raising Expectations for Maryland Students

- ♦ By 2004, Maryland graduates will be better prepared for work and postsecondary education
- ♦ New, tougher high school assessments will be tied to graduation

Purpose and History

Maryland's proposed high school assessments help extend the Maryland School Performance Program through high school. To succeed in the next century, today's young people will be expected to know more and have higher-level skills than any previous generation. Schools will raise academic expectations, building a firm foundation from the basics and ensuring the higher level skills demanded by the modern workplace and higher education.

The Maryland School Performance Assessments, or MSPAP, given in third, fifth, and eighth grade, are already raising academic performance in Maryland's elementary schools. The high school assessments will extend these higher expectations into grades 9-12. The tests will gauge both school performance and individual student performance, providing valuable information for school improvement planning.

Proposal

The proposed high school assessment is a series of 10 end-of-course tests in English, mathematics, science, social studies, and skills for success. All Maryland high school students, starting with the class of 2004, will be required to pass them to graduate.

Students will take three end-of-course exams in English, two in mathematics, two in science, and three in social studies. Skills for success — learning, thinking, communication, technology, and interpersonal skills — should be taught in every course and will be essential to performing well on all the tests.

A test development firm will work with the Maryland State Department of Education and local school systems to prepare blue-prints for an assessment that:

- ♦ is a graduation requirement for all students.
- ♦ recognizes different levels of achievement.
- ♦ combines multiple choice, short answer, performance, and essay questions.

Development





The high school assessment is being developed in collaboration with teachers, business leaders, community members, and professional education-related organizations from around Maryland. Both national and international standards are being used to help develop the assessments.

Recognizing that teachers must play a vital role in developing the assessments, the Maryland State Department of Education and the State Board of Education have contacted every high school in the state to obtain teacher feedback on what students should be required to know and be able to do. The State Board of Education is exploring the possibility of local alternatives for certifying the competency of students who do not pass the state assessments.



Maryland's High School Assessment

— building on rigorous credit requirements

Subject Area	Current Specific Credit Requirements	High School Assessments
Core Requirements		
 English	4 credits	3 end-of-course exams
 Mathematics	3 credits <ul style="list-style-type: none"> ✓ 1 credit in fundamental or advanced algebraic concepts and topics ✓ 1 credit in fundamental or advanced geometric concepts and topics 	2 end-of-course exams covering: <ul style="list-style-type: none"> ✓ algebra ✓ geometry ✓ data analysis and probability
 Science	3 credits, including laboratory experience, in any or all of the following areas: <ul style="list-style-type: none"> ✓ earth science ✓ life science ✓ physical science 	2 end-of-course exams in two of the following areas: <ul style="list-style-type: none"> ✓ earth/space science ✓ biology ✓ chemistry ✓ physics
 Social Studies	3 credits <ul style="list-style-type: none"> ✓ 1 credit in U.S. history ✓ 1 credit in world history ✓ 1 credit in local, state and national government 	3 end-of-course exams in: <ul style="list-style-type: none"> ✓ U.S. history ✓ world history ✓ government
Other Credit Requirements		
Fine Arts	1 credit	
Physical Education	½ credit	
Health	½ credit	
Technology Education	1 credit	
Foreign Languages or Advanced Technology or Career and Technology Education Program	2 credits in Foreign Languages or 2 credits in Advanced Technology or a career and technology education program	

Note: Other current Maryland graduation requirements include attendance, functional tests, and student service.

High School Assessment

1

REVISED AUGUST 1996

1. What is the proposed High School Assessment and how does it relate to the Maryland School Performance Assessment Program (MSPAP)?

The High School Assessment was proposed in July 1995 as a series of end-of-course tests covering core learning areas of English, mathematics, science, and social studies. If the tests are approved, all Maryland high school students would be required to pass 10 of the 12 (2 of 4 in science) in order to graduate. The assessment is an extension of the Maryland School Performance Assessment Program, which is given in grades 3, 5, and 8 to determine the performance levels of individual schools. While the MSPAP focuses on school performance, the High School Assessment will focus on individual student performance and provide valuable information for school improvement planning.

2. How is the High School Assessment being developed?

The Assessment Task Force of more than 35 members representing teachers, business leaders, community members, and education-related organizations across Maryland has developed recommendations for the assessment. The task force helped to coordinate the work of five content teams made up of 15-40 educators, business leaders, and community members. The content teams have identified core learning goals in each subject area, plus a fifth area called "Skills for Success." The core learning goals for all five areas have been approved by the State Board of Education. A testing company is assisting in the design of the High School Assessment and will present options for State Board review early in 1997.

3. What are "Skills for Success?"

They are skills identified through a collaboration between an MSDE task force and the Maryland Business Roundtable as being essential to success in post-secondary education and the world of work. Skills for Success—learning, thinking, communication, technology, and interpersonal skills—should be taught in every course and will be essential to performing well on all the tests.

4. What models from outside Maryland have been used to formulate the High School Assessment?

National and international standards were used as touchstones to help Maryland develop its proposed program. They include assessment programs used in Germany, England, and France, as well as test models from across the nation, such as the North Carolina End of Course Tests, the New York Regents Examinations, and others.

5. How does the proposed High School Assessment relate to the Maryland Functional Tests?

The Maryland Functional Tests were developed in the late 1970s to ensure that Maryland's high school graduates were competent in several core learning areas. But they were designed as minimum level assessments and measure only the minimum knowledge and skills that graduates should know and be able to demonstrate. The new High School Assessment strives for higher expectations for all Maryland high school students and would gradually replace the Maryland Functional Tests. The new assessment will be more challenging and meaningful to students and thus better prepare them for the variety of challenges they will encounter in life and in their careers.

6. What role do teachers play in developing the High School Assessment?

Teachers play a vital role in helping to develop the overall High School Assessment Plan. To that end, the Maryland State Department of Education and the State Board of Education have taken the unusual step of contacting every high school teacher in the state and many elementary and middle school educators to obtain their feedback. Teacher contribution is important to the development of the tests and to implement higher standards at the high school level. Local school systems also have an important role. The State Board of Education is exploring the possibility of local alternatives for certifying the competency of students who do not pass the state assessment.

7. What would happen to students who do not pass the test?

The intent of the test is to raise students' expectations and student achievement. All graduates should know the content learned in school but also how that knowledge can be applied in their everyday lives and work. The High School Assessment would ensure that when a student graduates, he or she has the interpersonal skills to work and communicate well with others. The test would also ensure that a student has the thinking and reasoning skills to understand all sides of an issue or information, has the technological skills to be able to compete successfully, and has the content mastery which serves as the basis for these processes. While details are not yet firm, those who fail a test could be required to demonstrate proficiency in the subject matter—through State Board approved local testing or by retaking the state tests—before they graduate.

8. How will the tests be structured?

The High School Assessment will be developed in a collaborative process. During the period from August 1996 to January 1997, the test design contractor will work in consultation with the State Department of Education and—through extensive public engagement activities—with others who have a stake in education to decide on the design options to be presented to the State Board for decision.

9. What is the timeline for the assessment?

Following approval by the State Board of Education of the core learning goals, work will begin on test design and staff training for the test. No-fault testing is to begin as early as 1999. The first full administration is expected to begin with the graduating class of the year 2004.

For more information, contact: Ron Peiffer (410) 767-0473

Comprehensive schedule of public engagement sessions

**Public Engagement Matrix for the MD High School Assessment Project
(Chronological Order)**

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
MD Higher Education Panel Meeting	9/24 9:00 a.m. - noon	U. of MD Baltimore		MSDE-Gadra, Ferrara, Moody CB/ETS-Everson, Harris	<ul style="list-style-type: none"> notes completed. 10 participants.
Business Roundtable	10/9 9:30-11:30 a.m.	Legg Mason Tower 111 S. Calvert (@ Lombard St.) Baltimore	June Streckfus Executive Director, MD Business Roundtable for Ed. 410-727-0448	MSDE-Peiffer CB/ETS-Camara, Majoros	<ul style="list-style-type: none"> notes completed. 13 participants.
High School Principals (1st meeting)	10/15 9:30 a.m.-12:15 p.m.	MSDE Board Room, 7th floor 200 W Baltimore Street Baltimore	Dan Gadra Director, High Sch. Assessment 410-767-0371	MSDE-Gadra, Keech, Peiffer CB/ETS-Camara, Kimmel	<ul style="list-style-type: none"> notes completed; taped. 23 participants.
Assistant Superintendents for Instruction	10/16 11:00 a.m.-12:15 p.m.	Marriott Hotel at BWI Airport 1743 West Nursery Road 410-859-8300	Margaret Trader Ast. State Sup., Instruction & Staff Development 410-767-0316	MSDE-Gadra, Keech, Peiffer CB/ETS-Harris, Krupka, McAllister,	<ul style="list-style-type: none"> notes completed; taped. 37 participants.
Special Education Directors	10/16 2-3 p.m.	Marriott Hotel at BWI Airport 1743 West Nursery Road 410-859-8300	Carol Ann Baglin Asst. Sup. of Special Education 410-767-0238	MSDE-Peiffer CB/ETS-McAllister, Harris	<ul style="list-style-type: none"> notes completed; taped. 26 participants.
Western Regional Content Supervisors and Teachers (Washington County)	10/16 4-6 p.m.	S. Hagerstown High School 1101 South Potomac Street Hagerstown 301-791-4336	Wayne Gersen Sup. of Schools, Washington Cty. 301-791-4100	MSDE-Gadra, Keech CB/ETS-Camara,, Krupka	<ul style="list-style-type: none"> notes completed; taped. 36 participants.

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
Western Regional Town Meeting (Washington County)	10/16 7-9 p.m.	S. Hagerstown High School 1101 South Potomac Street Hagerstown 301-791-4336	Wayne Gersen Sup. of Schools, Washington Cty. 301-791-4100	MSDE-Gadra, Keech CB/ETS-Camara, Harris, Krupka, McAllister	<ul style="list-style-type: none"> notes completed; taped. 39 participants.
Special Education Parents & Advocates	10/22 9:30-11:30 a.m.	MSDE Board Room, 7th floor 200 W Baltimore Street Baltimore	Carol Ann Baglin Asst. Sup. of Special Education 410-767-0238	MSDE-Gadra, Keech CB/ETS-McAllister, Kimmel	<ul style="list-style-type: none"> notes completed; taped. 10 participants.
Curriculum Content Leaders-Science	10/22 1:00 -2:30 p.m.	Urbana H.S. off of Route 270 Frederick	Diane Householder Specialist in Science 410-767-0323	MSDE-Keech CB/ETS-Kimmel, Krupka, Ligget	<ul style="list-style-type: none"> notes completed; taped. 30 participants.
Content Teams (excluding math people)	10/23 9:30 a.m.-3:00 p.m.	Anne Arundel Board Room 2644 Riva Road Annapolis 410-222-5000	Dan Gadra Director, High Sch. Assessment 410-767-0371	MSDE-Gadra, Keech CB/ETS-Camara, Greenwald, Kimmel, Klag, Ligget, Majoros, Mannes	<ul style="list-style-type: none"> English—notes completed; 10 participants. Social Studies—notes completed; 9 participants. Science
South Central Regional Content Supervisors and Teachers (Anne Arundel County)	10/23 4-6 p.m.	Old Mill Senior High School 600 Patriot Lane Millersville 410-969-9010	Nancy Jane Adams Anne Arundel Cty. Public Schools 410-222-5313	MSDE-Gadra, Keech CB/ETS- Camara, Harris, Krupka, McAllister	<ul style="list-style-type: none"> notes completed, taped. 57 participants.
South Central Regional Town Meeting (Anne Arundel County)	10/23 7-9 p.m.	Old Mill Senior High School 600 Patriot Lane Millersville 410-969-9010	Nancy Jane Adams Anne Arundel Cty. Public Schools 410-222-5313	MSDE-Gadra, Keech, Pelffer CB/ETS- Harris, Krupka, McAllister	<ul style="list-style-type: none"> notes completed, taped. 37 participants.

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
Curriculum Content Leaders-English	10/28 1:00-1:45 p.m.	Frederick County Staff Develop. Center 7630 Hayward Road 301-694-1322	Carla Zamerelli-Clifford Section Chief & Specialist in Reading & Comm 410-767-0340	MSDE-Gadra CB/ETS-Greenwalld, Krupka, McAllister	<ul style="list-style-type: none"> notes completed. 30 participants.
Queen Anne's County Town Meeting	10/29 7-9 p.m.	Queen Anne's County High School		MSDE-Keech CB/ETS-McAllister	<ul style="list-style-type: none"> notes completed, taped. 32 participants.
Southern Regional Content Supervisors and Teachers (Charles County)	10/30 4-6 p.m.	Westlake H.S. 3300 Middletown Road Waldorf 301-645-8857	Barbara Graves Sup. Dean of Instruc. & Curric., Charles Cty. Schls 301-932-6610	MSDE-Keech, Peiffer CB/ETS-Kimmel, Krupka, McAllister	<ul style="list-style-type: none"> notes completed, taped. 55 participants.
Southern Regional Town Meeting (Charles County)	10/30 7-9 p.m.	Westlake H.S. 3300 Middletown Road Waldorf 301-645-8857	Barbara Graves Sup. Dean of Instruc. & Curric., Charles Cty. Schls 301-932-6610	MSDE-Gadra, Keech, Peiffer CB/ETS-Kimmel, Krupka, McAllister	<ul style="list-style-type: none"> notes completed, taped. 15 participants.
Superintendents (1st meeting)	11/1 8:30-10:00 a.m.	Princess Royale Hotel 9100 Coastal Highway Ocean City 410-524-7777	Ron Peiffer Asst. State Sup, School Outreach 410-767-0473	MSDE-Peiffer, Keech, Grasmick will introduce staff CB/ETS-Camara, Harris	<ul style="list-style-type: none"> taped. 21 participants.
Baltimore City Content Supervisors and Teachers	11/4 4-6 p.m.	Baltimore Polytechnic Institute 1400 W. Cold Spring Lane Baltimore 410-398-7026	Jeanette Evans Chief of Staff to Superintendnet 410-398-8705	MSDE- CB/ETS-Camara, Kimmel, Krupka	<ul style="list-style-type: none"> notes completed, taped. 42 participants.

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
Baltimore City Town Meeting	11/4 7-9 p.m.	Baltimore Polytechnic Institute 1400 W. Cold Spring Lane Baltimore 410-396-7026	Jeanette Evans Chief of Staff to Superintendent 410-396-8705	MSDE- CB/ETS-Camara, Kimmel, Krupka	<ul style="list-style-type: none"> notes completed, taped. 25 participants.
Eastern Regional Content Supervisors and Teachers (Caroline County)	11/7 4-6 p.m.	North Caroline Senior H.S. 10990 River Rd. Ridgely 410-479-2332	Allan Gorsuch Sup. of Schools, Caroline County 410-479-3240	MSDE-Keech, Peiffer CB/ETS-Kimmel, Krupka	<ul style="list-style-type: none"> notes completed, taped. 78 participants.
Eastern Regional Town Meeting (Caroline County)	11/7 7-9 p.m.	North Caroline Senior H.S. 10990 River Rd. Ridgely 410-479-2332	Allan Gorsuch Sup. of Schools, Caroline County 410-479-3240	MSDE-Keech, Peiffer CB/ETS-Kimmel, Krupka	<ul style="list-style-type: none"> notes completed, taped. 31 participants.
North Central Regional Content Supervisors and Teachers (Baltimore County)	11/12 4-6 p.m.	Loch Raven High School 1212 Cowpens Avenue Baltimore 410-887-3525	Ron Thomas, Exec Dir, Dept. of Ed Accountability, Balt. Cty. Public Schools 410-887-2256	MSDE-Gadra, Keech, Peiffer CB/ETS-Harris, Krupka	<ul style="list-style-type: none"> notes completed 56 participants.
North Central Regional Town Meeting (Baltimore County)	11/12 7-9 p.m.	Loch Raven High School 1212 Cowpens Avenue Baltimore 410-887-3525	Ron Thomas, Exec Dir, Dept. of Ed Accountability, Balt. Cty. Public Schools 410-887-2256	MSDE-Gadra, Keech, Peiffer CB/ETS-Harris, Krupka	<ul style="list-style-type: none"> notes completed, taped. 39 participants.

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
Presidents of Local Boards of Education	11/13 3:30-5:00 p.m.	MSDE Board Room, 7th floor 200 W Baltimore Street Baltimore		MSDE- CB/ETS-Camara, Majoros	<ul style="list-style-type: none"> • notes completed. • 11 participants.
MD Higher Education Panel (second meeting)	11/18 9:00 a.m.-noon	U of MD Balt. (same location at 9/24 meeting)		MSDE- CB/ETS-Camara, Everson	
Eastern Shore Meeting of Content Supervisors and Teachers	11/21 4-6 p.m.	James M. Bennett High School 300 East College Avenue Salisbury 410-742-5300	Bill Middleton Superintendent Wicomico County Board of Education 410-543-4233	MSDE-Keech CB/ETS-Harris, Kimmel, Krupka	<ul style="list-style-type: none"> • notes completed, taped • 46 participants..
Eastern Shore Town Meeting	11/21 7-9 p.m.	James M. Bennett High School 300 East College Avenue Salisbury 410-742-5300	Bill Middleton Superintendent Wicomico County Board of Education 410-543-4233	MSDE-Keech CB/ETS-Harris, Kimmel, Krupka	<ul style="list-style-type: none"> • notes completed, taped. • 33 participants.
Maryland Assessment Group	11/22 during lunch	Sheraton Inn/ Conf. Center Ocean City		MSDE- CB/ETS-Harris, Kimmel	<ul style="list-style-type: none"> • 600 participants (luncheon speaker).
Math Content Team	12/2 9:00 a.m.-3:00 p.m.	MSDE Conf. room 2 North and South 200 W Baltimore Street Baltimore	Elaine Crawford Facilitator in Math/ Science for HSA 410-767-0328	MSDE- CB/ETS-Kimmel, Klag	

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
High School Assessment Task Force (1st meeting)	12/3 9:00 am.-noon	U of MD Balt. Terrace Room of the Student Union 621 Lombard St.	Dan Gadra	MSDE- CB/ETS-Harris, Kimmel, Majoros	<ul style="list-style-type: none"> • notes completed. • 14 participants.
MD Association of Student Councils	12/3 1:30 -2:30 p.m.	MSDE Board Room, 7th floor 200 W Baltimore Street Baltimore	Susan Travetto Specialist, Student Affairs 410-767-0481	MSDE-Keech, Peiffer CB/ETS-Harris, Majoros, McAllister	<ul style="list-style-type: none"> • notes completed. • 50 participants.
Montgomery County Meeting of Content Supervisors and Teachers	12/3 4:00-6:00 p.m.	Paint Branch High School 14121 Old Columbia Pike Burtonsville 301-989-5600	Susan Hall 301-279-3604	MSDE- CB/ETS-Harris, McAllister	<ul style="list-style-type: none"> • notes completed; taped. • 102 participants.
Montgomery County Town Meeting	12/3 7:00-9:00 p.m.	Paint Branch High School 14121 Old Columbia Pike Burtonsville 301-989-5600	Susan Hall 301-279-3604	MSDE- CB/ETS-Harris, McAllister	<ul style="list-style-type: none"> • notes completed; taped., • 52 participants.
Higher Education/ K-16 Council	12/4 9:30-10:15 a.m.	MSDE Board Room, 7th floor 200 W Baltimore Street Baltimore	Ray Keech Director of Public Engagement 410-767-0566	MSDE-Keech CB/ETS-Everson, Harris, Majoros	<ul style="list-style-type: none"> • notes completed. • 15 participants.

Key Constituency Group	State-Wide Meetings Planned in Sept.-Dec.			Participants from MSDE, CB & ETS	Other Information
	Date/Time	Location	Contact Person		
High School Principals (2nd meeting)	12/5 9:45-11:35 a.m.	Anne Arundel Board Room 2644 Riva Road Annapolis 410-222-5000	Dan Gadra Director, High Sch. Assessment 410-767-0371	MSDE-Gadra, Keech, Peiffer CB/ETS-Camara, Majoros	<ul style="list-style-type: none"> • notes completed, taped. • 22 participants.
Superintendents (2nd meeting)	12/6 10:00 - 10:30 a.m.	Martin's West (conf. center) 6817 Dogwood Road Baltimore (25 minutes from downtown) 410-944-9433	Ron Peiffer Asst. State Sup, School Outreach 410-767-0473	MSDE-Gadra, Keech CB/ETS-Camara, Kimmel, Majoros	<ul style="list-style-type: none"> • notes completed. • 24 participants.
High School Assessment Task Force (2nd meeting)	1/9/97	U of MD Balt. Terrace Room of the Student Union 621 Lombard St.	Dan Gadra	MSDE- CB/ETS-Camara	<ul style="list-style-type: none"> • confirmed meeting with Betty Fisher

Notes from public engagement sessions in chronological order

Event: Maryland Higher Education Panel

Date: September 24, 1996

Time: 9:00 a.m. to Noon

Location: University of Maryland, Baltimore

CB/ETS Participants: Howard Everson, Bill Harris

MSDE Participants: Steve Ferrara, Dan Gadra, Mark Moody

Attendees (10 people): Susan Arisman
Linda Clement
Joan Develin Coley
L. Richard Haney
Mary Hines
Herman Howard
John Haeger
Donald L. Langenberg
George L. Marx
Sandra Tomlinson

Questions Raised:

1. How will the national standards relate to/with those promulgated in the HSA?
2. Will HSA tests (e.g., math) be specific enough to be used for college placement?
3. Will HSA test results be available for use at the collegiate level?
4. Will certification of mastery exist?
5. Will students take the same end-of-course exams?
6. Will Maryland give only one diploma?
7. When will students take the examinations?
8. Since there will be no Skills for Success exam, how will the standards be embedded in the 12 exams that will be developed?
9. On the validation levels, is there an intent to not just look at the standard that is set, but consider its impact, the needs created, etc. as well?
10. Will a writing sample be included?
11. Rather than create new competencies, can't the existing ones be used to indicate that students have met the performance level?
12. Where will the teacher/curriculum fall in the process, to avoid having assessment totally drive curriculum?
13. Why can't the Advance Placement tests be substituted for the proposed HSA tests, or even IB?
14. Will local exams be able to supplant state exams? If so, how does one ensure comparability? Reliability? Validity?

15. How will home schoolers be dealt with?
16. Just as students repeat the SAT, won't some have to repeat the HSA tests? If so, how would high schools and colleges deal with this, and how would this affect the college's ability to field a class on time?

Issues Raised:

1. The HSA instruments should serve more than one purpose; for example, not just assessment for employment, college placement, etc.
2. Make sure the performance levels set are realistic rather than set to indict the school.
3. In opposition to #2, concern was expressed about the possibility of the math test in particular being used for college placement.
4. Given the diverse nature of Maryland institutions, there was concern expressed that HSA not become institutionalized or formalized; that it robs institutions of their individuality.
5. The better HSA tests correlate with course loads/levels taken in high school, the better they are; and the more likely they will be used in the prediction equation at the collegiate level.
6. With regard to the way results are reported, there was a suggested need for scaled scores, percentiles, and proficiency levels. Diagnostic information is needed.
7. The HSA speaks to the need for strengthening the K-16 relationship. Since colleges and universities teach teachers, and teachers impart knowledge to the students as well as make up the instructional staffs of the schools whose performance will be measured, the need becomes clearer.
8. With the advent of the HSA, there is a greater need to clarify the criteria/levels for or definition of graduation.

Event: Maryland Business Roundtable Communications Team

Date: October 9, 1996

Time: 9:30 a.m. - 11:30 a.m.

Location: Legg Mason Tower, 111 South Calvert, Baltimore

CB/ETS Participants: Wayne Camara, Robert Majoros

MSDE Participant: Ron Peiffer

Attendees (13 people): Robert E. Anastasia, Executive Director
Maryland Business Roundtable Foundation
Patricia Brooks, Principal
Bowie High School
Leah Farmer
West Friendship Elementary School
Peter J. Fernandez, President
Delta Graphics & Communications
Betty King, Coordinator, School Partnerships
Maryland Business Roundtable for Education
Rosemary S. Kostmayer, Director of Communications
AEGON USA, Inc.
Barbara Landefeld
Prince George's County Public Schools
DeLois Maxwell, Coordinator of K-12 Professional Development
Towson State University
Mary Jane Mitchell, Coordinator, School Partnerships
Maryland Business Roundtable for Education
Kathleen M. Seay, Associate Director
Maryland Business Roundtable for Education
Douglas Selin, Treasurer
Colliers Pinkard
June E. Streckfus, Executive Director
Maryland Business Roundtable for Education
Donna Truesdell
Maryland Association of Boards of Education

Questions and Issues Raised¹:

1. Test Choice and Test Schedule—Given that students will need to pass two of four science tests, will the student, school, or school system decide which tests will be

¹ Comments in parentheses are CB/ETS responses to questions and issues.

taken? Will students test in the senior year, or will they be encouraged to test in the earlier grades?

2. Impact of Test Score on Course Grade—It may be necessary to use the test score as a component of the course grade. What if the student gets a B in the course and fails the test? Public perception will be that students are being penalized for failings of the schools. In the long term, curriculum will become aligned with the test content, but students will be disadvantaged in the short term.
3. Score Reports—Rapid turnaround of scores is vital because of remediation decisions.
4. Alignment of Course Content with Test Content—Will teachers be able to determine if their courses are aligned with the tests? (Yes; blueprints for the tests will be given to MSDE by July 1, 1997. After review and refinement, they will be shared with teachers.)
5. Test Format—Will the test include multiple choice and performance based items? (Yes, although the percentage of each has not been determined.) Some people in education firmly believe that higher order thinking skills cannot be adequately assessed by multiple choice items. This perception will need to be addressed. There must also be a balance between the assessment of factual knowledge and process/higher order skills.
6. Teaching to the Test—Because of competition between and within school systems for test grades, there was concern that teachers would spend time “teaching to the test,” thereby taking time away from instruction. (It was emphasized that if the test content is properly aligned with the curriculum, the need for special instruction is eliminated.)
7. Parental Involvement—A pro-active approach must be taken to inform parents about the tests and how their children are doing. They must realize that tests taken in the eighth grade will impact high school graduation.
8. Skills for Success—This area is of paramount importance to the business community, but the difficulty of embedding the assessment of these skills in the content tests was acknowledged. Issues of equity and fairness are critical. Students must have the access to technology if they are to be assessed, and teachers must have the proper training. Equipment must be in place and training provided well in advance of any assessment.
9. Pilot Test—One year is not sufficient for a pilot. Although it gives the test developer a chance to analyze test items and exclude those that disadvantage a particular group, problems of curriculum alignment will not surface until the test is given to all students. It was suggested that a few years of no-fault administrations occur to correct curriculum misalignments before the tests are used to fulfill graduation requirements.

Also, will students graduating before 2004 be given no-fault administrations of the test?

10. Setting the Standards—If we assume that the test results will spread themselves over a Bell Curve, are we truly raising the standards? Are we assuming that all students cannot perform at an acceptable level? (The standards will have to be raised incrementally, as instruction improves. The high school assessments will drive school improvement.)
11. Links with the Higher Education Community—College students who are studying education must be informed of these changes.
12. Teacher Professional Development—It is not appropriate to automatically request more money for teacher professional development. MSDE needs to look at how the current budget is being spent before requesting more funds.
13. Alternatives to Assessments—There was agreement that there must be an alternative(s) for students who do not pass the tests, but the alternative(s) must be comparable to the tests. Will students who do not pass the tests be held back? Is this feasible, given the current overcrowding of schools? Some in the business community will say that any alternative assessment is bogus, and that schools must simply deal with an increased drop-out or failure rate—remediate students, keep them in school longer, whatever it takes.
14. Alternatives for High Achieving Students—Can another type of assessment exempt high achieving students from the MD tests? (Not determined yet, but AP and Pacesetter tests are a possibility as long as the curriculums match. Care must be taken in comparing results of schools and school systems if these students are removed from the population. A way must be found to convert their score to the MD high school assessment scale for data/research/accountability purposes.)
15. School vs. Student Accountability—School accountability must precede student accountability. Given the fact that the MSPAP program hasn't been able to improve standards adequately, perhaps the high school assessments should be implemented for several years before being used as a graduation requirement. Political implications are enormous.

Event: Secondary School Principals Meeting
Date: October 15, 1996
Time: 9:30 a.m. – 12:15 p.m.
Location: Maryland State Department of Education, 200 West Baltimore Street, Baltimore

CB/ETS Participants: Wayne Camara, Ernie Kimmel

MSDE Participants: Dan Gadra, Ray Keech, Ron Peiffer, Ted Schuder

Attendees (23 people): Mila Asplen, Dorchester County
Bob Bastres, Carroll/MAESP
Lin Blackman, Anne Arundel County
Merv Daugherty, Caroline County
Susan DePlatchell, Prince Georges County
Kathy Draper, Queens Anne County
Mary Gable, Anne Arundel County
Steve Grudis, Wicomico County
Ron Harder, Talbot County
Ruth Malone, Wicomico County
Harry Martin, Kent County
Chris Mench, Cecil County
Jim Mitchell, MAESP
John Peckyno, Washington County
Joe Polce, Frederick County
George Setton, Frederick County
Regina Sharp, Washington County
Margaret Spicer, Baltimore County
Brian Spiering, Caroline County
Sue Ann Tabler, MASSP
Sonny Tenney, Cecil County
Tim Thurber, Talbot County
Carol Yound, MAESP

Questions and Issues Raised:

1. Test Security—How can we administer tests outside of the classroom or central administration and maintain security? How will the use of laboratory equipment (e.g., science assessments) be allowed while maintaining strict security standards?
2. Summer and Night School Students—Assessments must accommodate the students attending summer schools, night schools, tech. centers (both a.m. and p.m.) during

senior year. Need security of tests, but also must have a system that permits access by these students. MSDE mentioned that they had not conceived of this need initially for the HSA.

3. Block Scheduling—Large concern that requiring these assessments will overly burden those schools using a semester block schedule. For example, schools may virtually stop operations to permit all tests to be administered in January (for up to 6-7 days) and again in May or June—disrupting instruction for 12-14 days per year. Concern that a loss of 6 days in a semester block schedule, in addition to the already required staff development, is a problem.
4. Scores of Seniors Taking Tests—Given the time required to score MSPAP, what plans will be made regarding seniors who still require one or more tests to graduate? Is there any chance the tests could be scored prior to the graduation? Will the state support withholding the diploma, but permitting students to participate in the ceremony and then mail the certificate if students pass? Strong sentiment that MSBE permit graduation on dates other than June (August or Winter) for students not passing assessments in 4 years. What will the state do about seniors; this must be addressed. Others mentioned that not all students finish high school in 4 years currently, and we must begin to educate the public that MD students increasingly will require 4.5, 5 or 6 years for a diploma if such high standards will be uniformly set across districts.
5. Students Who Do Not Pass Assessments—Districts and the state must provide multiple opportunities for remediation.
6. Eighth Grade Assessments—Several courses (Algebra, Earth/Space Science) are provided in 8th grade, which would require assessments to be on-line in 1998-99, not 2000-01 as proposed by MSBE, if these are to be required by the Class of 2004.
7. HSA Public Engagement—Concern that elementary and middle school teachers and parents will not be attending town meetings and public engagement activities because of the emphasis on High School Assessment. Suggestion made to use K-12 assessment - this is a total program with implications for today's Fifth graders.
8. Special Populations—What accommodations will be provided; must consider IEPs. We must provide accommodations, but also require all students to meet the state expectations if we are to provide equivalent diplomas. We cannot certify competence of students if lower expectations are made of some students; accommodations must ensure some comparability.
9. Performance or Passing Standards—Requires teacher involvement in setting the standards for student proficiency if the curriculum and assessments are to be integrated. We must involve MD teachers or this will be viewed as an entirely external process.

10. Modules—Can we have student performance reported by domain or module so we can: (1) provide targeted remediation, and (2) permit students to only retake the portion they failed. If we require students to retake an entire year's worth of content in the assessment, they may never pass as they move further away from the curriculum with added time.
11. Program Improvement—Concern that the HSA may not provide information to help improve schools—this is more of a stick than a carrot—opposite of MSPAP.
12. Teachers' Needs—For this to work teachers need examples of the assessments (item types and content) as soon as possible, and substantial staff development. Staff development must be continuous. Training during the summer is increasingly required because there is inadequate time to address the HSA and all other mandated and needed development during the year. Teachers also expect to be involved in scoring, requiring more released time.
13. No Fault Administration—The 1999-2000 pretesting was described as a full blown no-fault administration for MD (much like the MSPAP) by MSDE, and participants noted one year of no-fault may not be adequate. Need to raise the expectation that students may not be ready by 2000.
14. Functional Tests—Given the demands and burdens of the new HSA, several participants questioned if the MSBE will eliminate the functional tests? The latter are seen as less rigorous and a burden to school systems.
15. What is essential to make this work?—Sample assessments, a sample administrative calendar to help principals begin to plan for the logistics, staff development, extending no-fault administrations, and time for schools to adjust instruction to reflect assessment findings.

Event: Assistant Superintendents of Instruction

Date: October 16, 1996

Time: 11:00 a.m. - 12:15 p.m.

Location: BWI Marriott Hotel, 1743 West Nursery Road

CB/ETS Participants: Bill Harris, Susan Krupka, Patty McAllister

MSDE Participants: Dan Gadra, Ray Keech, Margaret Trader

Attendees (37 people): William J. Aumolke, School Administrator, Allegany County
 Sharon Ball, Teacher, Cecil County
 Richard E. Bavaria, Curriculum & Instruction, Baltimore County
 Doug Bloodsworth, School Administrator, Princess Anne
 Allen C. Brovvh, School Administrator, Salisbury
 R. Wayne Carmean, Assistant Superintendent of Instruction, Cecil County
 Ed Centofante, School Administrator, Denton
 Ann Chafin, Director of Research & Assessment, Charles County
 Al Coviello, Assistant Superintendent Curriculum & Instruction, GCPS
 Tim Dangel, Curriculum Research, Annapolis
 Gary Dunkleberg, School Administrator, Westminster
 Gregory C. Eckles, School Administrator, Westminster
 Sandra Erickson, School Administrator, Howard County
 Clarissa B. Evans, Assistant Superintendent, Baltimore County Schools
 William G. Ford, School Administrator, Washington County
 Steve Garner, School Administrator, Denton
 Barbara Graves, Director of Curriculum & Instruction/Staff Development, Charles County
 Deborah Herberger, Assistant Superintendent, Curriculum & Instruction, Harford
 Clarence Johnson, School Administrator
 Dave Kergaard, Assistant Superintendent of Instruction, Kent County
 James R. McGowan, Adm. Services, Howard County
 Jay McTighe, Director, Maryland Assessment Consortium, Howard County
 John O'Connell, Assistant Superintendent of Instruction, CCPS
 Salvatore Raspa, School Administrator, St. Mary's County
 Herman Riffin, School Administrator, Salisbury
 Mary Ellen Smith, School Administrator, Montgomery County Public Schools
 Richard Steffan, School Administrator, Rockville

William Storage, Eastern Shore Regional Staff Development Center
 Coordinator, Queen Anne's County
 Leroy Tompkins, School Administrator
 Dick Walker, Assistant Superintendent, Curriculum & Instruction,
 Worcester County
 Jennifer Watkins, Curriculum & Instruction, Talbot County
 Barbara Wheeler, Assistant Superintendent of Elementary Education,
 Harford County
 Bob Williams, Acting Assistant Superintendent of Secondary
 Education, Harford County
 Jocelyn T. Williams, School Administrator, Salisbury
 Carol Williamson, Assistant Superintendent of Instruction, Queen
 Anne's County
 Verne Wolf, School Administrator, Salisbury
 Carolyn Wood, LAC, Harford

Questions and Issues Raised¹:

1. Portfolio—Would the portfolio address extended or short constructed response questions, or would it be in addition? (Constructed response items are in addition to the portfolio.) If you have a portfolio, would this meet the test requirements? (Portfolio is a stand alone)
2. Financial Feasibility—Portfolio is an additional cost. What happens if you need to redesign the tests after implementation? (CB/ETS will present what people want along with what they can afford. Options will be presented with cost factors; however, the tests must meet the mandate of the state board. There will be trade-offs along the way. Legal defensibility and cost are very important issues.)
3. End of Course Grade—Will the results be used as end of course grades? Would 10th and 11th graders be allowed to be early finishers by taking the test sooner (instead of in the senior year)? If the assessments are going to be used for college admission, would students taking assessments in the 8th grade get credit towards admission? Concern about the time lapse between the actual end of course for some kids and the no-fault administrations.
4. Remediation—Given the requirements of having to pass 10 tests, what do we do if kids fail? What if a student takes 9 tests and pass all 9, but doesn't pass the 10th? Would that student be able to retake only part of the test? What if kids need to retake tests and they take remedial courses in the core learning goals? This leaves very little time for kids to take electives. Teachers may lose jobs.
5. Battery of Tests—The tests should be viewed as a battery rather than independent tests. A battery would address the issue of balancing poor performance on one assessment with

¹Comments in parentheses are CB/ETS responses to questions and issues.

strengths in another. This method would not reject students below the standard. A proficiency level needs to be set for the battery. The battery would encourage kids to develop their strengths. Instruction should be in module format. This would keep the course structure in place.

6. Use of Technology—Concerns about the cost and equity implications. The use of technology may disadvantage one group while giving unfair advantage to another.
7. Staff Development—There needs to be a great deal of emphasis on staff development activities if teachers are to score the tests. Alternative assessments need to demonstrate equivalent evidence of competency. If teachers score the tests, how does this impact test security?
8. Student Mobility—How do you deal with students transferring into Maryland who have not had instruction related to the tests?
9. Relation to MSPAP—Must keep in mind the scheduling options at the high schools. Modular design may multiply the number of retests. Students on an alternative track must demonstrate proficiency but it must be highly correlated with the HSA. Would the alternative withstand a legal challenge? (When presenting the design, we must think about the psychometric, political and legal problems, and cost factors within the mandate of the state. This is where trade-offs occur.)

Event: Special Education Directors

Date: October 16, 1996

Time: 2:00 - 3:00 p.m.

Location: Marriott Hotel, BWI Airport, 1743 West Nursery Road,
Baltimore

CB/ETS Participants: Bill Harris, Patty McAllister

MSDE Participants: Ron Peiffer

Attendees (26): Janet K. Ambrose, Special Education, Frederick
Consuelo Anderson, MSDE, Howard County
Carol Anioia, Prince George's County Public Schools
Donna J. Arnett, MSDE/DSE, Baltimore City
Ron Caplar, School Administrator, Howard County
Deborah Clark, School Administrator, Frederick
Anita Diamond, MSDE, Prince George's County
Edward W. Featherston, MSDE/DSE, Baltimore County
Harry Fogle, Special Education Administrator, Carroll County
John Haigh, Special Education SEA, Montgomery County
Ruth F. Howell, School Administrator, Frederick
Pat Jamison, Director of Special Education, Prince George's
County
Eleanor Kopchick, MSDE, Baltimore
M. Loretta McGraw, MSDE/DSE, Baltimore
Wilda W. Massi, Director of Special Education, Garrett County
Sarah Max, Director of Special Education, Howard County
Jack Mead, Special Education, Harford County
Frank Pilemyr, MSDE, Carroll County
Sonny Riggin, Director of Special Education, Somerset County
Margie Rofel, Special Education Director, Baltimore County
Martha Roulette, School Administrator, Washington
Cheryl Strong, School Administrator, Washington County
Rosemary J. Thayer, Supervisor of Special Education, Caroline
County
Louis M. Tutt, Administrator, MD School for the Blind,
Baltimore
Jody Jaughn, Special Education, Calvert County
Colleen Wilson, Director of Special Education, Anne Arundel
County

Questions and Issues Raised:

1. Representation on the Test Design Team—Who from the special education community represented their interests in the “nitty-gritty” design process, or in an advisory capacity? There is a particular need for someone with speech and language expertise involved throughout the process.
2. Special Accommodations for Students with Special Needs—What accommodations will be made for those who are visually and hearing impaired? What special consideration will be given to those who have certified disabilities that will preclude passage of the test? Will alternative assessments be developed for these students? Will school districts have the option of certifying that these students have indeed met their IEPs? Will the tests be weighted differently for these students? What happens to “Johnny” if he does not pass? Will there be opportunities to repeat the tests? How many repeats will be possible?
3. Relationship of MSPAP, MD Functional Tests, and HSA—Will there be a built-in acceptable rate of failure in the HSAs for special education students similar to what is provided in MSPAP? Will the MD Functional Tests continue? What is the need to continue the costly development of these various tests? Why not develop one battery that serves multiple instructional and accountability purposes?
4. Score Reports—Will test results be available in time to have any effect on instruction? What happens if the performance as indicated on the score reports is inconsistent with that recorded by the teacher, i.e., according to the teacher the student passes the course, but he or she fails the test?
5. Diploma Requirement—Given the anticipation of a high failure rate for students with special needs, what discussion has there been about providing a differentiated diploma? Since the state knows that there was a large failure rate for students in general on the Functional Tests, what discussion is taking place during the conceptualization of the HSA to prevent/avoid the same kind of experience?

Note: Dr. Harry Fogle, Special Education Director for Carroll County Public Schools, expressed interest in assisting the Maryland Department of Education in any way possible during the design and/or implementation phases. He brought with him a list of major issues and concerns. The list is attached.

CARROLL COUNTY PUBLIC SCHOOLS

Submitted by: Dr. Harry T. Fogle

High School Assessment

➤ MAJOR ISSUES AND AREAS OF CONCERN OF HIGH SCHOOL ASSESSMENT PROGRAM:

I. Test Design	<p>The tests do assess a kids ability to be functional in <u>today's</u> society.</p> <p>Someone from Speech and Language needs to assess the complexity of the language levels of the tests.</p> <p>Length of Assessment, Readability, "Business of pages"</p> <p>We have a concern about test design. Many special education students have short attention spans and have problems in working in groups or projects. Even with short breaks, it may be very difficult for our students to successfully complete the test - MSPAP. Some writing prompts are artificial, and the responses require redundancy and excessive writing length.</p> <p>Test may be too difficult and long for some of our students - poor motivation of students.</p>
II. Administration of Assessment	<p>The normal difficulties of being able to have tests read or answers dictated, etc.</p> <p>Multiple sessions, small group sessions, dictated response, reading of test will create nightmares for us in terms of accommodating these students.</p> <p>We have a concern about administration of the test. We have a lot of students who have significant modifications for testing. Sometimes we need to do 1:1, small group instruction, etc.. Personnel during the testing day can be a problem to give kids the special modifications to be successful. We also have a space problem. Tough to schedule testing. Room usage can be a problem. The Writing Test should not be given in January. Inclement weather is a serious factor.</p> <p>Students may need more time to complete tasks.</p> <p>Students may need more time to be oriented to the task; directions re-read, explained again, visual, etc.</p> <p>Staff may need to preview test to help make visuals, re-word, larger print, etc.</p>
III. Reporting of Results	<p>Should special education students be in the in-school data? Simple report for kids and parents.</p>
IV. Scoring of Assessments	<p>Why doesn't the MFWT assess the students ability to use correct spelling and grammar. Thus we could have kids use spell checkers and computers -- use technology.</p> <p>Reasonable amount of time to score. (No longer than MSPAP)</p>

Using video camera input to a Mac Laptop computer and storing/saving exemplary footage demonstrating a student's skills. Mastery in disk would be great. This is a high tech idea - but it is a versatile way to do a video portfolio. Reorganizing clips in categories or by IEP goals/objectives is very easy on a computer as opposed to using standard video equipment.

Event: Western Regional Content Supervisors and Teachers
(Washington County)

Date: October 16, 1996

Time: 4:00 - 6:00 p.m.

Location: South Hagerstown High School, 1101 South Potomac Street

CB/ETS Participants: Wayne Camara, Bill Harris, Susan Krupka, Patty McAllister

MSDE Participants: Donna Crabbe, Elaine Crawford, Dan Gadra, Diane Johnson, Ray Keech

Attendees (38 people): Douglas T. Allen, Teacher, Hagerstown
 Paul W. Bailey, Director, Washington County Board of Education
 Lynn H. Bell, Principal, Southern High School, Garrett County
 Pam Burkhardt, Teacher, Hancock
 Nancy Buskey, Teacher, Hagerstown
 Peggy Carroll, Principal, Hagerstown
 Marjorie Cartwright, Math Teacher, Hagerstown
 Linda B. Clark, Teacher, Washington
 Beverly Crabtree, Special Education Coordinator, WCBOE
 Jackie Fischer, Teacher, Clear Spring
 Vicki French, School Support Personnel, Boonsboro
 Carrie Gatz, Teacher, Hagerstown
 Mary Govman, Middle School Teacher, Hagerstown
 Martin R. Green, Principal, Northern Garrett High School, Garrett County
 Douglas E. Grove, Teacher, Hagerstown
 James H. Hardin, Principal, Hagerstown
 Brenda Horning, Teacher, Hagerstown
 James R. Hutson, Teacher, Clear Spring
 Edward Kergh, Supervisor, Hagerstown
 Jan Keefer, Assessment Analyst, WCBOE
 Chuck Malone, Teacher
 Dan McEbat, Supervisor, Washington County Board of Education
 Boyd Michanl, Adm. Hancock, Hagerstown
 Joseph A. Marschner, Teacher, Hagerstown
 Maxine Miller, Director of Curriculum and Instruction 9-12, Garrett County
 John M. Priest, Teacher, Boonsboro
 Barbara Rice, Supervisor of High School English, Hagerstown
 Belinda E. Rupp, WCTA
 George Seaton, Administration, Frederick
 Kevin Seburn, Teacher, Hancock
 Carolyn Seherm, Supervisor MIS, WCBOE
 Sally Smith, Principal, Frederick

Linda Stouffer, English Teacher, Hagerstown
Kathy Thornhill, Teacher, Hagerstown
Bonnie Ward, Math Curriculum Specialist, Frederick County Public
Schools
David J. Warrenfeltz, Jr., Teacher, Hagerstown
Shawn W. Wetzel, Science Teacher, Williamsport
Evelyn Williams, Teacher, Washington

Questions and Issues Raised¹:

1. Financial Feasibility—Money is needed in areas that are already hurting. Need for smaller student/teacher ratio. Cost of a data management system: which students have passed which tests and when. Should provide cost analysis for each design option.
2. Basic Skills Preparation—Elementary students don't have the skills necessary to pass the tests later on. Must work with younger children in smaller groups.
3. Use of Tests in Relation to Curriculum—Use the test to push impact the curriculum. How do we use the test to leverage reform? Important for students to get timely feedback on how they perform on test. Teachers in the same county should not score their own kids' tests. The curriculum needs to be redesigned for 8th through 11th grade.
4. Modular Courses—Different local curriculums are dividing up courses. Courses should have modules. You can combine modules to test part A or part B. Some tests will have to be administered at the end of 8th grade. Why do all 3 social studies tests need to be passed, but only 3 out of 4 English tests? Which of the English tests are kids not going to have to take? (Local districts will determine which year they won't test in English).
5. Final Exam Model—Will the math problems be in real world context or isolated? Will it be counted as a final exam? The test has got to count for something, or students will not give their best effort; but tying it to graduation requirements is too high stakes.
6. Teacher Accountability—What happens to teachers who have a 30-40% failure rate due to slower students? What does it do to teacher job security? Should the test be used for teacher accountability?
7. Disengagement of Students—A big part of a teachers job is getting the students to care. The tests will get them to care less. What's the sense of trying? Preparation for final exams takes two weeks of instructional time. Teachers don't have time to teach the content during the year. (We have an ethical responsibility to students to design tests that reflect the curriculum. Pacesetter type instructional assessment doesn't take time from instruction; it is instruction.)
8. Remediation—How are financially strapped districts going to have money for remediation and staff development. Is the grade on the assessment going to be factored into the course grade?

¹Comments in parentheses are CB/ETS responses to questions and issues.

If students fail, can local districts use their own test? (We are reluctant to recommend that students keep testing until they pass.) Teachers have to give up planning time to give assistance. Kids get pulled out of class for remediation. No money for special remedial classes. Kids in county can't be held back until high school, and if they can't pass the test we could have a "remediation high school."

9. Design Issues—The MSPAP is not multiple choice and kids taking the HSA may not be familiar with open ended testing. Concerned that HSA tests are not integrated, and students must master essential curriculum in one course and then pass a test that is unlike other tests they have taken—and then the high-stakes factor of the high school diploma is added on. Have we prepared our state, students and parents that high school now is a 4-6 year option rather than just a 4 year option? (If we use multiple choice questions, they will measure reasoning not rote knowledge or memory. In designing the test, we ask what are the skills and processes the students needs to know; then we design the items and we let you [MSDE] tell us what items are most appropriate to measure those processes.) Concern for readability of test. If it's going to be challenging, what place do you put it? Eighth grade reading level?
10. Use of Technology—Concern about the equity of use of technology on the test. What effect will the use of technology have on the test. Who is going to fund the technology? How will the technology affect scoring? Concern about the need for the use of word processors, spread sheets, computer programs and calculators. (Students should be able to use or not use a calculator and it should not make a difference. We cannot put items on the test that are calculator sensitive. We need to develop a test that is calculator neutral.)
11. Staff Development—Where is the money going to come from for proper in-service training to score tests. What about make up tests? Teachers teach to the lower level so students pass and schools can look good. With MSPAP there is an issue of the amount of time schools must put into it for test coordinators, to establish testing groups, to gather materials, etc.. The state was going to provide financial assistance for MSPAP teacher preparation, but it doesn't go far enough. Now school systems have to pick up the burden of those expenses.
12. Student Mobility—Is a senior student who moves into the state in 2004 going to be required to take all 10 tests in one year? (This is the concern for equity and legal defensibility) Are these tests replacing semester exams?
13. Special Education—What about special education accommodations? What type of remediation would be necessary for special education? Not permitted to have non-educators provide accommodations. (Sensitivity review panels for unacceptable items).
14. Research—What research has been done that this is going to work? If we're in the middle of the implementation and it doesn't work, will we pull out or go full speed ahead?
15. Electives—What about fine arts, music, tech ed. and physical ed.? Where are students going to find the time for electives?
16. Certificate of Merit—HSA assessments should be designed so that passing the 10 content tests would result in the attainment of a certificate of merit diploma as opposed to it being tied to

graduation. Instead of being the crown jewel of MSPAP, it is going to be the straw that broke the camel's back.

17. Regents Style Exam—It should be designed as a regents type test or perhaps like an AP test. A good middle ground would be a regents style exam that guarantees the youngster that passes them all entrance into any postsecondary institution without worrying about having to take remedial courses.
18. Relation to MSPAP—How do they relate to MSPAP 8th grade tests where a school can achieve a satisfactory level, but 30% of the kids do not achieve at a satisfactory level—and then one year later all these kids have to pass a high stake test for graduation.
19. Standards and Pass Rates—30% are going to fail the first time. Going to have to lower pass rate if you want everyone to pass it. Then establish a higher pass rate to have some form of distinction. With the functional tests everybody taught to the level of the test and it was a low level test. In AP courses teachers teach to the highest level and everyone's got to pull up to that level. Just the opposite will happen if the HSA are “dumbed-down.”
20. Policy Issues—When you lower the pass rate, people are going to look at it as we've got to avoid failure, instead of we've got to strive to achieve excellence. Teachers and principals have a problem with the HSA because if 30% of kids fail in 8th grade they have to pass in 9th grade—and if they don't, the high school is in trouble and the high schools will become centers of remediation instead of centers of education.
21. Controversial Content—What about the content of evolution and origin of life on the biology assessment? What about dissection? How would the animal rights people see this? (State department would establish sensitivity review panels, panels of different constituency groups that have political concerns that would be active if items or content were in the test that would be viewed as unacceptable. With special education there would have to be a lot of field testing to assure adequate accommodations and comparability.)

Event: Western Regional Town Meeting (Washington County)

Date: October 16, 1996

Time: 7:00 - 9:00 p.m.

Location: South Hagerstown High School, 1101 South Potomac Street

CB/ETS Participants: Wayne Camara, Bill Harris, Susan Krupka, Patty McAllister

MSDE Participants: Dan Gadra, Ray Keech

Attendees (39 people): Fran Allent, Howard County
 Dave Belliotte, Concerned Citizen
 Thomas Berry, President of School Board, Washington County
 Department of Education
 Valerie Bonano, Rebel Action Council (CAC/PTO) at South
 Hagerstown High School
 Susan R. Bryard, CAC & Parent, Boonsboro
 Carolyn Downey, Teacher & Parent, Downsville
 Kerry Faley, Reporter, Herald Mail Co.
 Charles L. Fisher, Jr., Concerned Citizen, Hagerstown
 Roseann W. Fisher, Supervisor Library Media, Hagerstown
 Mary Fries, PTA President, Greenbrier Elementary School,
 Hagerstown
 Ellen Gercke, LAC/Citibank, South Hagerstown
 Jane Geyton, Technical Prep. Coordinator, Hagerstown
 Rachel Harris, CAC, Fountindale School, Hagerstown
 Leslie Hobbs, Math Supervisor, Hagerstown
 Edwin Hoyen, Parent, Williamsport
 Jeffrey Hoyth, Parent
 Andrew R. Humphreys, School Board & Parent, Halfway
 Janet Keller, CAC Chairperson & Parent, Sharpsburg
 Bob Kline, School Board, Washington County Department of
 Education
 Becky Leverett, Teacher & Parent, Hagerstown
 David Nelson, Concerned Citizen, Clear Spring
 Vikki Nelson, Washington County Central Co., Clear Spring
 Dori Nipps, Washington County Board of Education
 Kenneth J. Plank, ABC, Paramount
 Ann S. Platou, CAC/Funkstown Elementary School
 Robert Porter, Parent & Employer, Paramount
 Dave Reeder, Principal, North Hagerstown High School
 Drennie Reinech, Principal, Greenbrier Elementary School, Hagerstown
 Kingsley Rogers, Concerned Citizen, Boonsboro

Peggy Rogers, Parent, Boonsboro
Kim Rotruck, FSU Hagerstown Center
Linda Scovitch, Parent, Washington County
Charles Strals, Concerned Citizen, Hagerstown
G. S. Stevens, CAC/Fountain Rock Elementary School, Hagerstown
Woodie Tingle, Elementary Teacher & Parent, Hagerstown
Joan L. Warner, ABC, Hagerstown
Vickie Wiles, Parent, Fairplay
Teri Williamson, County Council PTA President, North Hagerstown
High School
Karen Young, Teacher & Parent, Hagerstown

Hagerstown Television Channel 25 (Local NBC Affiliate) was present
with a video camera

Questions and Issues Raised¹:

1. **Purpose of the Test**—How was the need for the HSA test decided and who made the decision that these tests were necessary? (Sondheim study said there had to be an increase in standards so that students can compete in a global economy.) Is the purpose of the test to enhance the diploma and to improve credibility? (The purpose of the test is to measure student and school performance in terms of the core learning goals. CLG and the HSA assure that there are certain skills and processes agreed upon by educators and the business community that are essential to be a skilled worker, to be successful in a higher education environment, and to be a good citizen.)
2. **Setting the Standards for the Test**—
 - What is the philosophy of setting the “height of the bar” that kids are being asked to go over? Is it to say we have core knowledge that all kids should learn and that’s going to be the height of the bar; or is it that we would like to see a certain percentage of kids pass? (In terms of the height of the bar, when we demand little we get little. When we demand more, students will rise to the occasion. The expectation is that all students can attain this level. The reality is that maybe only 80% can attain it. When reality is at a disconnect with the expectation, something has to be done such as lowering the bar.)
 - Will the tests reflect the higher standards that are set in honors courses? If they do, what does that mean for the other courses that are offered such as “B” level courses? What about students who are not taking honors courses now? Would it be fair to test them on a higher standard when their curriculum hasn’t reflected that? (Core Learning Goals formed by content committees. All students will get a “shot” at the content in these courses. Assessments are tied to common core of knowledge. Counties can decide total

¹Comments in parentheses are CB/ETS responses to questions and issues.

assessment and requirements for graduation. It will not test the total course, just the core content.)

- Pilot testing may be with a high baseline group. What happens several years later when we test an entirely different group that are unique to themselves?
3. Financial Feasibility—Money is not being spent in the classroom. Classes are too large and teachers salaries are too low. Who's going to pay for tests, just physical printing of them? What about bookkeeping for the tests? MSDE has handed us another unfunded mandate. Washington County is 20th out of 24 on dollars spent for students.
 4. Test Security—What about test security? What about make-up exams? What about block schedule students, who will take it mid-year? How does that affect test security? (Need two different forms of each test each year).
 5. Too Many Tests and Too Much Testing—Concerned with the number of tests already required of students. Can you drop the requirement from 10 to 8? Time of test is too long. Teachers cram students for tests now; too much time would be taken away from instruction. Can SAT scores be substituted for the HSA? What is the purpose of the functional test if we have these? We are creating fear where it does not need to be. Spend too much time teaching kids to pass tests so that the schools look good rather than being concerned with learning.
 6. Public Response to Scores—Publicized scores may show that schools are doing poorly and that there is a problem with instruction. It is not fair to compare scores from year to year on two different populations of students at the same grade level. Teachers are concerned about changing curriculum to try to make the scores satisfactory. When you start comparing high school seniors year to year it may not reflect well, and it may not be accurate. (It has a lot to do with research, how you use your results and how you publicize your results.)
 7. Regents Model—We should try to re-engineer what is already out there instead of trying to reinvent the wheel. The regents model has a track record. It has some imperfections, but if we can find out what they are and fix them, we can do the regents test.
 8. Staff Development—Presently, there is no assurance that teachers are teaching to the same core learning goals and there is no assurance that teachers are writing classroom tests that are valid in terms of what they are supposed to measure. We ought to use 4 of the 8 years before testing officially begins to work with teachers right now and develop a system whereby we can assure that the tests they are giving now are valid tests that are linked to the Core Learning Goals. Need to know what the Core Learning Goals are in advance so that we can adjust the curriculum to meet them. Need a long time to bring curriculum up to speed.
 9. Battery of Tests—Tests should be merged into one battery of tests given at a time that the state would deem appropriate. State board should give flexibility to local board to be able to administer testing and graduation requirements in a way that meets local area needs. ETS

and CB should give presentation to local chambers of commerce who have a vested interest in education in the state.

10. Core Learning Goals as Guidelines—The CLG should drive the curriculum in the school and be able to set the goals of what is to be taught in the school. But it should be used as a guideline or recommended program, and not just strive for the testing.
11. Relation to MSPAP—MSPAP focuses on school performance and HSA focuses on students. What percent of the schools throughout the state are meeting these higher standards of the MSPAP testing? Do you want to use similar type questions on the HSA? Is MSPAP of any help in designing HSA? (Yes, MSDE is looking at MSPAP to drive HSA)
12. Review of Testing—What review process would take place? Can we change the test in the middle if there is a problem? What about the cost factor?
13. Taking Tests Before High School—What about a school system where Algebra I is given in 8th grade, but not counted for graduation. If we do not give HS graduation credit for the course, can they take the HSA in 8th grade and have it count toward graduation? (This is a local school board decision if they want to change its policy.) The board needs to understand that certain classes are taken early. Students may pass an Algebra I course but not pass the HSA. Locally, they would not have to repeat Algebra I, but they are going to have to take that test again—but the child may not be taking another algebra course. What happens then? Will local school boards be required to use the assessment as a final exam?
14. Role of Parents—PTA should be included in the task force (The PTA is already included). Parents believe that kids are over tested and taught to the test. Assessment is driving instruction.
15. Drop Outs—How does this affect drop outs? Have you considered that the addition of these 10 tests will exacerbate the problem?

Event: Special Education Parents & Advocates

Date: October 22, 1996

Time: 9:30 - 11:30 a.m.

Location: MSDE Board Room, 200 West Baltimore Street, Baltimore

CB/ETS Participants: Ernie Kimmel, Patty McAllister

MSDE Participants: Ray Keech, Jerry White

Attendees (10 people): Carol Amoi, Special Education, Prince George's County Public Schools
 Carrie A. Brown, PIIC, Howard County Public Schools & Parent
 Jane Browning, the Arc of Maryland, Severna Park
 Sharon Healy, Special Education, Montgomery County Public Schools
 Carol A. Holland, Special Education, Prince George's County Public Schools
 Dorothy Fedorka, Special Education, Prince George's County Public Schools
 Dorothy J. Jackson, Special Education, Montgomery County Public Schools
 Joyce Middleton, Parents Place of Maryland & Parent
 Don Moner, Baltimore County Public Schools
 Nancy White, Special Education, Prince George's County Public Schools

Questions and Issues Raised¹:

1. Reliability and Validity—How will these be accomplished for the HSA? (Tests will reflect core learning goals and will be criterion referenced. During field testing in 1999-2000, data on student performance will be collected and analyzed for use in establishing proficiency levels.)
2. Relationship of Assessment to IEP—How will HSA relate to existing IEPs?
3. Concerns About High Failure Rate—Maryland has been able to stand the heat with establishing high standards on MSPAP, but high failure rate on HSA could push the limit.
4. Scoring—Will tests be scored at the local, state or contract level? (We are getting a lot of input on this. Each scoring option has advantages and disadvantages and these will be presented to MSDE.)

¹Comments in parentheses are CB/ETS responses to questions and issues.

Suggestion—Use the pilot phase to try out different scoring combinations using local, state and contractor mixes to come up with a workable scoring system and timeline. Include students with disabilities in the pilot phase.

5. Timelines and Score Turn Around for Graduating Seniors—The worst nightmare is that HSA will emulate the functional writing test which is currently administered in January and results are not reported until April.
6. Alternative Diploma for Students with Disabilities—Many special education students will be seniors who won't have passed the tests. MSDE should consider establishing an alternative diploma for some students with disabilities. (Ray Keech noted that MSDE is looking in the opposite direction of differentiated diplomas. The HSA will not be AP, but will be above the level of the functional test. The state wants to establish high standards and wants students to meet the standards.)
7. Accommodations for Students with Disabilities—These typically include Braille, extended time, use of readers, large print and access to technology. In MSPAP, students with disabilities can use a keyboard when it is available, if it is in the IEP.
8. Technology Issues—Technology is very useful in providing extended time, large print, voice synthesization, etc. Parts of the Maryland Functional Test are computerized. Educators expressed interest in utilizing technology in the HSA. (Access to technology is the major obstacle at present.)

Montgomery County has a strong commitment to the use of technology. Twenty percent of students in Montgomery currently have access to a computer. Howard County is moving toward this number. Anne Arundel Country is a long way from having a computer available in every classroom. Some IEPs are written to utilize technology in assessment.

9. Compensatory Model—Students with disabilities could benefit from a battery approach to the assessment that would allow a higher score on one test to offset a lower score on another.
10. Grandfathering—It was suggested that some students with disabilities be grandfathered into receiving a high school diploma even after implementation of HSA.
11. Alternative Assessment Options—What consideration has been given to establishing an alternative assessment option for students who do not pass the HSA? (This issue is being examined, but it is complex. Equivalency of the tests is a complex task. Also there is a perception issue that the bar may be lower for some.)
12. School Accountability and HSA—Has any thought been given to excluding certain students' scores from reported numbers?
13. General Concerns—
 - How far should we go in changing the standard to accommodate students with special needs?
 - Establish the bar at a level that does not frustrate the dropout rate.

- Phase in the use of the assessment beyond 2004; in other words, delay full implementation date.

14. General Observations Shared by Participants-

- Maryland teaching force will not be prepared to meet the higher standards in 2004.
- Currently there are over 100,000 special education students in Maryland.
- Community commitment to higher standards is not widespread in the state.
- Only 25% of the state's population currently has kids in the K-12 system; it is the other 75% of the population that we need to educate about the importance of high education standards.
- Suggestion made that ETS/CB staff go and sit in Maryland classrooms to see the type of instruction that is taking place.
- Suggestion made that MSDE especially target parents of 5th graders. (Ray Keech noted that Nancy Grasmick is sending a letter to all 5th grade parents in the state informing them of HSA implementation timeline.)

Event: Curriculum Content Leaders--Science

Date: October 22, 1996

Time: 1:00 - 2:30 p.m.

Location: Urbana High School, Frederick

CB/ETS Participants: Ernie Kimmel, Susan Krupka, Tim Ligget

MSDE Participants: Rich Chirumbole, Dan Gadra, Gary Heath, Gary Hedges

Attendees (30 people): Ruth Andrione, Administrator, Baltimore County
 Ron Barnes, Science Supervisor, Baltimore County
 Rebecca H. Beer, Teacher, Washington County
 T. Brooks, Administrator, Howard County
 Karen J. Bundy, Science & Math Supervisor, Allegany County
 Bill Burd, Science Supervisor, Queen Anne's County
 C. David Copenhaver, Science Supervisor, Baltimore County
 Tom Custer, Teacher, Howard County
 Tom DuMars, Montgomery County
 Beverly Fug, Administrator, Baltimore County
 Bill Hunter, Administrator, Harford County
 Dennis Kirkwood, Administrator, Harford County
 Maria E. DiPietro Lamb, MSPAP Teacher Supervisor, Queen Anne's County
 William McDonald, Science Supervisor, Poolesville
 Dan McEbert, Science Supervisor, Washington County
 Nancy Mourer, Teacher, Talbot County
 Linda Musial
 George Patrinicola, Science Specialist, Baltimore County
 Susan Ragan, Montgomery County
 Rochelle Slutskin, Teacher, Anne Arundel County
 Anita Stockton, Science Supervisor, Baltimore County
 James Strandquist, Prince George's County
 L. J. Summerolu, Howard County
 Kathleen Swingle, Howard County
 Michael Szesze, Calvert County
 Dominic Thompson, Administrator, Howard County
 Trish Vickers, Caroline County
 Sam Walker, Science Supervisor, Wicomico County
 Russell Wright, LEA Science Office, Montgomery County
 Brad Yoke

Questions and Issues Raised¹:

1. Compensation Issue–If a student passes 3 of 4 in math, but only 1 in science, does he/she still graduate?
2. Design Issues–Is ECR intended to be an essay or can it be a drawing or graph? (It is reasonable to have a multi-media presentation.) For ECR, will students be given a parameter of topics to choose from? (Yes) Is it similar to MSPAP where they can get credit for another subject within the same test [for instance, language arts measured as part of social studies]? Limited Combination will measure vocabulary and factoids; the portfolio plus will test the process. How do we balance content vs. concepts? (Some selected response items do measure concepts.) Will options address a modular approach to testing? (It's a policy decision.)
3. Scoring–Who is going to score? Is there a separate score for Skills for Success? (No)
4. Reading Level–Because different age groups will be taking the test, at what reading level will the tests be set? Because students choose 2 tests out of 4 science tests, it may be perceived that some tests are easier than others.
5. Amount of Tests Students Need to Take–Would students be required to pass other science tests [if they take additional science courses] if they've already passed 2? (Dan–they may have to take the test, but they may not have to pass it.)
6. Integration of Tests–Is there a plan to use an integrated approach for any of the science content tests? Where does math fit in? Will higher level math be required to pass the chemistry and physics test?
7. Student Mobility–What about a student who has been working on a portfolio and then moves out of state? Or a student who moves into the state and doesn't have enough time to prepare a portfolio?
8. Turnaround Time and Teacher Preparation–If there is a slow turnaround time, teachers are going to have to give the HSA in addition to their own final exams. (This is the same as the AP.) Concern about time element to administer test, test preparation, and length of test time.
9. Test Security–With different schedule blocks and different parts of the state more affected by snow, tests may be canceled in one area and be administered in another. Students can give each other the test questions over the internet.

¹Comments in parentheses are CB/ETS responses to questions and issues.

10. Alternative Testing–Will there be another way to pass the test? What do we do with seniors who don't pass? Can there be 2 separate exams that kids can choose from? Can they choose either portfolio or selected response?
11. Final Exams–Can you pass the test and not pass the course or vice versa. (It's a local/state board policy issue.)
12. Modules Within the Test–If students don't pass the earth science test, do they repeat that one or take another one? Can students just take the one they failed or do they have to go back and take the whole thing?
13. Credit by Exam–Can the student take the exam without taking the course? (It's a policy issue; right now it's a local decision.)
14. Psychometric Issue–How will we determine that local scoring is a valid process? (Perhaps a statewide scoring guide- rubric format. There might be an audit process for the portfolio scoring.)
15. Pass Rate–What will the cut score be? Will the pass rate be 60% or 70% or will it be at a higher level like the AP?
16. Priorities–Of the list of influences that will affect the design of the test, which influence will be most important? Will it be psychometrics, economics, etc.? What is the first priority? (The test will be designed to meet the goal of higher educational goals.)

Event: Curriculum Content Team–English

Date: October 23, 1996

Time: 9:30 a.m. - 3:00 p.m.

Location: Anne Arundel Board Room, 2644 Riva Road, Annapolis

CB/ETS Participants: Elissa Greenwald, Robert Majoros

MSDE Participants: Trudy Collier, Mary Jo Comer, Ted Schuder, Sally Walsh

Attendees (10 people): Mary Beth Adams, Curriculum Supervisor, Dorchester County
 Susan K. Carroll, English Chair/Teacher, Anne Arundel County
 Trish DeWitt, Special Education Teacher, Howard County
 Barry D. Gelsinger, Supervisor, Carroll County
 Frank Horstman, Staff Development Facilitator, Howard County
 Debra Munk, English Curriculum Coordinator, Montgomery County
 Rojulene T. Norris, Reading/English Language Arts Supervisor, Prince George's County
 Allan E. Starkey, Curriculum Coordinator, Howard County
 Art Stritch, Teacher, Baltimore County
 Anelle R. Tumminello, HSA Steering Committee Chair, Anne Arundel County

Questions and Issues Raised:

1. Test Content– Content team members envision HSA English Tests 1, 2, and 3 as roughly corresponding to grades 9, 10, and 11; some students will take these tests at other times. The foundational goals should be assessed in test 1, with the most complex, synthesized information assessed in test 3. Students should build on their knowledge throughout their courses in English, and the tests should reflect and assess that progression.

Core Learning Goal #3 states that students should demonstrate an understanding of grammatical concepts and skills. Although content team members do not want grammar to be tested in a decontextualized manner on the tests, they agreed that grammar, spelling, and usage should be assessed within the contexts of literary interpretation and of extended writing exercises.

The importance of integrating non-print texts (e.g., theater and film) into instruction (and hence the assessments) is recognized, but more professional development opportunities may be needed for teachers in these areas. Equipment needed for

instruction (e.g., VCRs, Internet connection) is not uniformly available, raising an equity issue.

Assessments must reflect the curriculum, but writing a curriculum to include all the Core Learning Goals is difficult. The curriculum is being built for the year 2000—a higher degree of literacy.

2. Test Design—The “limited combination” option (all selected response) is not viable. Portfolio option was attractive in terms of support of good teaching practice. Issues of how to standardize portfolios across the state, and the difficulties of scoring portfolios reliably, were raised.
3. The following issues must be considered whichever option is chosen, and whether local scoring or central scoring is used. Reliability and validity of scoring would likely be higher at a centralized scoring; if that is not feasible, a local scoring in which papers were shared across a school or district would bring higher reliability and validity than if teachers graded their own students’ papers in the classroom.
 - can scores be compared fairly from school to school and district to district?
 - can teachers score fairly?
 - can the rubric be applied consistently?

The Content team believes that teachers and the curriculum can be moved to portfolios, which are already being used in many districts, even if the HSA is not portfolio-based. They discussed ways to possibly reflect portfolio work or related activities in the Preparation Plus option

Preparation Plus has its advantages, but it’s important that the preparatory work be scripted so that teachers spend the same amount of time on the exercise and provide the same kind of preparation. The students may do some of the preparatory work in groups (this would satisfy the interpersonal goal within the Skills for Success), but the group work can’t be critical because students could blame their lack on preparation on co-workers. Perhaps give students the option to pick something out of their portfolio to assist with preparation; this would integrate the portfolio into the assessment without assessing the portfolio directly.

While most of the material in the timed portion of the Preparation Plus option would be reflecting materials in the preparatory portion, it would be acceptable to add a few related texts that students will encounter for the first time in the timed portion of the examination. It is acceptable to expect students to read a text “cold” and then interpret it (a choice of texts is even better). The “cold” text should be related in some way to the preparatory text or texts. Notes taken during the preparatory time could be collected and redistributed for use during the test.

If selected response questions must be included, no decontextualized questions should be used. It is preferable to present a passage and then ask students constructed response questions, such as asking students to identify the tone of a passage. On

constructed response items, students should be permitted to discuss works of literature they have read in the course of the class.

There was not much discussion of the DBQ Plus option. The content team reiterated that, whichever option is chosen, the test needs to be supportive of good instruction.

Three hours for a test is too long. Two hours is best, with perhaps one hour on two consecutive days. There should be at least two extended writing tasks per test.

The complete testing schedule (math, English, etc.) must be coordinated so that students aren't overwhelmed.

Literary interpretation on demand will be difficult for special education students, even if the material is read aloud. The Preparation Plus option is likely to be helpful in providing preparation time for special education students.

4. Alternative Assessment—What will the home schoolers be expected to do? What will be used as the alternative assessment for those students who do not pass the tests?
5. Scoring—Scoring guides that reflect the Core Learning Goals would need to be constructed. It would need to be decided whether to grade extended tasks analytically or holistically (generally, analytic scoring produces higher reliability of scoring).

Information Provided to Inform the Test Design Process:

1. Curriculum is a local decision in Maryland. The State Department has goals and expectations, but the local districts pick the texts and type of instruction. The correlation between the Core Learning Goals and the curriculum is loose.
2. The teaching of English is a literature-based approach, with writing and language skills growing out of literary sources. The author list is not definitive, merely representative.
3. The ultimate outcome of instruction is a literate human being who can respond to historical and contemporary literature. The student should develop the ability to analyze literature in an independent way and from many different points of view. Student should be able to recognize and analyze the differences and similarities between texts, and to use language in their own writing with an awareness of audience and purpose.

Event: Curriculum Content Team–Social Studies

Date: October 23, 1996

Time: 9:30 a.m. - 3:00 p.m.

Location: Anne Arrundel Board Room, 2644 Riva Road, Annapolis

CB/ETS Participants: Wayne Camara, Walt Jimenez

MSDE Participant: Diane Johnson, Joann Prewitt

Attendees (9 people): Peggy Altoff, School System Superintendent, Carrol County
 James F. Apomonis, Anne Arundel County
 Lynn Clark, Teacher, Frederick County
 Margaret T. Marshall, Teacher, Charles County
 Charles Ridger, School System Superintendent, St. Mary's County
 Tony Sarcone, Teacher, Harford County
 Rex Shepard, School System Superintendent, Baltimore County
 Jan Weller, Teacher, Anne Arundel County
 Richard Wilson, School System Supervisor, Montgomery County

Questions and Issues Raised:

1. MSPAP–HSA must stress processes and skills of the MSPAP assessments. They must reflect higher levels of learning and stimulate school reform. Must be performance based and reflect what is happening in K-8, increase students' "active learning."
2. Citizenship Exam–Must be eliminated immediately. Ninth graders cannot be required to complete 2 exams for the state (Citizenship and the Government exam); teachers in 9th grade cannot prepare students for two assessments with different focuses and processes. Philosophy of the Citizenship exam is wrong. This exam has destroyed the Government curriculum–teaching to test.
3. AP and IB–Students in AP and IB courses should have the respective HSA exams waived if they successfully complete the AP exams. The HSA can never meet the standards of AP, and dual exams will only penalize the highest ability groups who take honors and AP courses. Those students won't be able to prepare for two different tests and different curricula. Exempt students with AP grades of 2 and higher from HSA.
4. Writing–Ensure that any essays are developed to be consistent with the Maryland philosophy of writing and composition. The Maryland model is different than

traditional writing, and Social Studies essays must be consistent with the overall curriculum emphasis on writing.

5. Choice—Choice of essays is desirable, but problematic.
6. Transfers—What do we do with students that transfer into district mid-year if we use some assessment designs (portfolio)? What do we do with transfers from districts using different sequences of courses or out of state? You cannot penalize these students or require them to go back in time to retake exams.
7. Designs—Prep Plus is a nightmare if students are expected to retake this exam, or for students schooled at home.

Different formats within the same content area makes the most sense. If you used different designs within Social Studies, students would not be as familiar with the format.

Strong concern that essays will only tap a small portion of the content and goals; need more performance tasks than any design provides. Of course, then the tests become 6-10 hours long, which raises other concerns. Can't go deep and wide across content ranges.

Recommend combination for Social Studies tests—best compromise. Attempt to measure all four goals on each test. Don't have time or money for options 1-2.

8. Teacher Prep—Provide teachers with item types and prior notification on the area that the essays will tap well in advance of tests.
9. Scoring—Teacher scoring can work. Bring teachers together every 9 weeks to do the scoring centrally or in regions with central administrative oversight and training.
10. Staff Development—Concern that MSDE will not fund the staff development needed to teach students the Core Learning Goals, processes and skills required on HSAs.

Event: South Central Regional Content Supervisors and Teachers
(Anne Arundel County)

Date: October 23, 1996

Time: 4:00 - 6:00 p.m.

Location: Old Mill Senior High School, 600 Patriot Lane, Millersville

CB/ETS Participants: Wayne Camara, Bill Harris, Susan Krupka, Patty McAllister

MSDE Participants: Trudy Collier, Elaine Crawford, Dan Gadra, Ray Keech

Attendees (57 people): Nancy Jane Adams, Public Information Officer, Anne Arundel County
Public Schools
Fran Allent, Teacher, Howard County
Robert C. Baldwin, Legislator, Crownsville/District 33
Jane Witherite Barss, Home/Hospital Teacher, Mayo
Robert E. Beery, School Administrator, Prince George's County
Martha A. Brown, Educator/Supervisor, Prince George's County
Cynthia Caldwell, Administrator, Anne Arundel County
Susan K. Carroll, Teacher, Anne Arundel County Public Schools
Terry Cepaitis, Educator AACPS, Annapolis
Patricia Cierniak, Trade Council of Anne Arundel County-Education
Committee
Thomas H. Clowes, High School Teacher, Crofton
Joyce Coleman, School-to-Careers, Anne Arundel County Public
Schools
Mary Gable, Principal, Severna Park High School
Sylvia J. Edwards, Resource Teacher, Anne Arundel County Public
Schools
Diane Finelt, Acting Coordinator/Guidance & Counseling, Severna
Park
Jim Foran, Director of Curriculum, Ellicott City
Julie Goodwin, School Administrator, Anne Arundel County
Janet Greenip, Legislator, Crofton
Pat Gronkiewicz, Principal, North County High School, Millersville
Leslie Gross, Education Reporter
Bill Harwood, University Administrator/Committee on Science Core
Learning Goals, Laurel
Cindy Hudson, Administrator, Arnold
Deborah Hunt, High School Administrative Intern, Fort Washington
John F. Jacobson, Teacher, Annapolis
Cheri Jefferson, English Department Chair, Atholton High School
Larry B. Johnson, School Administrator, Anne Arundel County

Jennifer Jordan-Burr, High School Teacher, Pasadena
Brian Kelly, Teacher, Anne Arundel County Public Schools
Mary Lappe, Counselor, Millersville
Nancy Mann, Assistant Superintendent for Instruction, Anne Arundel
County Public Schools
William Mark Lynch, Resource Teacher, Anne Arundel County Public
Schools
Sherrie McSweegan, Teacher/PTA President, Crofton
Heather Millar, Assistant Principal, South River High School
J. Sean Moore, Teacher, Pasadena
Anita Morris, Math Supervisor, Anne Arundel County Public Schools
Andrea Mucci, High School Teacher, Glen Burnie
Will Myers, Administrator, Gambrills
Peter Nicolini, Director of Instruction, Anne Arundel County Public
Schools
Kathleen A. Packard, High School Teacher, Columbia
Patricia Parrott, Educator, Crownsville
Barbara Patticko, Teacher, North County High School
Joyce Perrié, South River High School CAC Chair
John L. Richardson, Concerned Citizen, Severna
Lisa Rolman, Anne Arundel County Public Schools
Anne Schult, Counselor/Steering Committee, Anne Arundel County
Tracey L. Scoggins, High School Teacher, Linthicum
Barbara Selwocki, English Teacher, Millersville
Chris Shelby, Teacher, Annapolis
Rochelle Slutskin, Teacher, Severna Park
Daniel Spak, Assistant Principal, Old Mill High School
Stan Stewar, Principal, Old Mill High School
Roger Stitt, Teacher, Anne Arundel County Public Schools
Seán Swarson, English Department Chair, Old Mill Senior High School
Kathleen Thompson, Teacher, Howard County
Anelle R. Tumminell, Resource Teacher, Anne Arundel County Public
Schools
Richard A. Wiles, School Administrator, Millersville
Winnie S. Wooley, Administrator, Prince George's County

Questions and Issues Raised¹:

1. Functional Tests—Will functional tests still be required in 2004? (A committee is looking into this.)

¹Comments in parentheses are CB/ETS responses to questions and issues.

2. Financial Feasibility—Why are we spending money to develop new tests when there are national tests already that can measure high standards? If the test means nothing outside of Maryland, then the diploma is still a joke. Spend the money on teachers and classrooms to lower the student/teacher ratio. Another test is not the answer.
3. Scoring—Will it be graded on AP scale from 1-5? Will it be on a sliding scale, where a level 2 student might get a 3 and an honor student might get a 5, and that would be reflected in the pass rate? (We are considering 5 levels of performance where a satisfactory level would be required for graduation, say a 3.)

Suggestions:

- Scoring should be Highly Proficient, Satisfactory or Proficient. This might address the problem of scoring students at different levels.
 - Score the exams 1-5. Let the student accrue up to 50, and convey the message to students that employers may phrase their ads, “students scoring 20 and below need not apply.” That would encourage students, but not deny them a diploma.
4. Design Questions—Will the questions be more broad based? If not, doesn't that create restrictions on professional choice in instruction and create very narrowly focused content? (The CLGs are very broad. We want to assess students on the breadth of what they should know in the course, but we also want to assess the depth.) Will the tests stand alone? Will they be sequential? Will there be tests in applied math or applied science for techprep students? (Local districts can arrange the curriculum any way they want, but all students must have instruction in the CLG.) If there was a mandatory technology test, then districts would be forced to find the funding to provide schools with adequate resources to provide the technology necessary to pass the test. With regard to the Portfolio Plus, how will the consistency of evaluation be maintained, particularly if individual teachers evaluate student's work? How accountable will the teacher be if graduation is denied because of the teacher evaluated component of the test? (Portfolio wouldn't be the best option for this.)
 5. Drop Outs—What about students who are not academically oriented? They may drop out or go somewhere else to finish high school.
 6. Teacher Accountability—There is no trust that teachers are teaching and evaluating professionally. The teacher's grade in the course should mean something. Teachers are content oriented and teachers should be able to teach content during the testing period. Some districts hire teachers who are not trained in the subject they are teaching and a high stakes test doesn't lend itself to being taught by business majors who are teaching, say, Algebra I. Teachers need to know how the test results are to be used, and that they won't lose their jobs if students don't do well.

7. Test Administration Issues—Will it be given during the school day? There is a problem with students being taken out of the classroom for 3 hours. Who is going to administer it? Who is going to grade it?
8. Promotion—Will students repeat courses if they fail, or take another course that would be related? Would they advance if they have credits in other non-test areas but have failed the test?
9. Proficiency Level—How can we use the same rigorous proficiency level for the majority of our students and expect that it can be successfully attained by students who might not normally attain that level? If it is rigorous but only 40 or 50% of the students pass, are we going to deny diplomas to 50% of students in Maryland? Accountability is squarely on the back of the student, and the ninth grade is too young for high stakes tests that will determine a student's future. Concern about intellectual maturity of freshmen as opposed to seniors. Need to keep in mind the youngest age of the students taking the test. (It has to be developmentally appropriate for the youngest student.)
10. Relation to AP—How do these tests relate to AP? (These tests must be paired to the CLGs. Maryland is not attempting to be elitist. It is for all students. The department has not opted to use exams already in existence such as the AP or SAT. Maybe there could be a waiver of the state test if the course meets a required amount of the CLGs and performance of a 3 or better should reflect a 3 or better on the state exam, so that the student is not required to take an AP exam and the same state exam.)
11. Science—If students have to take 3 credits of science to graduate but only take 2 exams to get a diploma, how will the students and teachers choose which science exams to take? Can students keep taking exams until they can find 2 they can pass? (The decision has not been determined. Might be a decision left to the school system.)

Notes prepared by Susan Krupka

Event: South Central Regional Town Meeting (Anne Arundel County)

Date: October 23, 1996

Time: 7:00 - 9:00 p.m.

Location: Old Mill Senior High School

CB/ETS Participants: Bill Harris, Susan Krupka, Patty McAllister

MSDE Participants: Dan Gadra, Ray Keech, E. Tippetts

Attendees (37 People)

- Nancy Jane Adams, Public Information Office, Anne Arundel County Public Schools
- Robert C. Baldwin, Legislator, District 33
- Ginny Barrett, Parent, Water Oak Forest
- David Boyer, Parent, Old Mill
- Vaughn Brown, Parent, Hanover
- Susan K. Cano, Teacher, Arnold
- Richard Chilipko, Parent, Severn
- Ed Dorsey, Parent, South Gate
- Cindi Foard, PTA, Glen Gardens
- Joe Foster, Anne Arundel County Board of Education, Linthicum
- Janet Greenip, Legislator, District 33
- Leslie Gross, Reporter
- Nancy Hack-Behringer, Reading Teacher/Parent, Arnold
- Brian Higdon, PTA President/Parent, Glen Burnie
- Darlene Howard, Parent, Linthicum
- Debra Ray Ilioff, Teacher, Shipley's Choice
- Gayle Jenkins, Parent/Teacher, Cloverleaf
- J. Jenkins, School Administrator/Parent, Millersville
- Sharon Kraft, Parent, Riviera Beach
- George Kupert, Principal, Meade Senior High School
- Kevin Lawton, Parent/GBPE-CAC, Glen Burnie Park
- Chris Maranto, Parent, Shipley's Choice
- Alisa Marsingill, Parent GBPE, Glen Burnie Park
- Bette Marsingill, Glen Burnie Park
- Welsey Newman, Parent, South Gate
- Elaine Nolan, Parent, Southgate
- Lynn Pilkerton, CAC Chair OMMN, Heritage Hill
- Andy Plattner, Parent, Millersville
- Carla Puffin, Steering Committee AHS, Old Mill
- Kathy Pulz, PTSA President, North County High School
- Carolyn Roeding, PTA, Pasadena
- Del James E. Rzepkowski, Maryland House of Delegates, Glen Burnie
- Mary Saia, Teacher/Parent, Shipley's Choice
- Louise Silver, Parent, Meadowoods
- Karen M. Smith, Middle School Teacher, Old Mill

Melvin Smith, Concerned Citizen, Old Mill
Laurie Torene, PTSO/Parent, Croftan

Questions and Issues Raised¹:

Final Grade with Relation to HSA—Will tests determine the grade in class? (It's a policy issue.)
Why isn't the final exam enough evidence of competence in the subject? (HSA tied to CLG only.)

Remediation—How many times is a student going to have to retake the course in order to pass the test? What happens to students who aren't passing. Testing will hurt self-esteem of students who don't pass, especially special education students.

Special Education—Suggest a combination for special ed kids where they would have to do "x" many credits and then pass a total of "x" number of tests out of the 10. Ten tests is too many for special ed kids. If they are required to pass the tests, they won't be able to do so. Another type of diploma would be necessary.

Decision to Have HSA—Who decided that exams are a good indicator of future success or responsibility? Students can do poorly on tests such as the SAT but do well in college and even go on to Ph.D.

Role of the Teacher—Why are we having a standardized test that measures all students? It should be the job of the teacher. When you standardize a test across the state you are negating the role of the teacher. The curriculum will be determined by the tests because the teacher will be forced to teach to the test. Parental and teacher input into the curriculum will be negated. Teachers' measuring of student ability will be negated. Will CLG become the actual curriculum? (No, CLG will be the body of instruction in the 4 subject areas that all students can and should learn. Teachers teach far beyond the CLG. CLG assure a degree of equity across the state).

Grade Levels—Are there going to be different tests? (Yes). For each grade level? Will there be regularity within the grade? (Yes)

Student Mobility—What about students coming into the system? Would they have to take remedial classes to pass the tests?

Regents Model—Are we the first state to do this? Will it be like the New York State Regents? (In New York there are 2 different diplomas, here the department is saying that it would be a graduation requirement for everyone.)

Teacher Accountability—The HSA sounds like it's an assessment of teachers and principals to determine if they are teaching what they are supposed to be teaching. We shouldn't start with the test; we should find out what we're doing wrong and fix it before we starting testing. (The first work was done on the CLG, and the assessment is coming behind that.)

¹ Comments in parentheses are CB/ETS responses to questions and issues.

Student Accountability—Bulk of the accountability will be on the student. How will the school system be held accountable for producing children that cannot meet graduation requirements? The educational system and structure in the state needs to be held accountable as well. (Goal is to share accountability.)

School Accountability—What happens if you have a school that has an unacceptable number of children not passing these tests on a consistent basis? Will the state step in to take over, or is considered a local issue? (State needs to find out why a particular school is scoring low. It could be that the school needs additional resources, more staff development; it could be that the state is not providing the tools needed for the school to raise the bar.)

Curriculum Change—We need educational reform. If there is a problem, change the curriculum and change what is being taught to the students.

Public Engagement—Will the public be kept informed all the along the way, or only from August to December? (The Department will continue public engagement throughout the development process, and there will be additional opportunities for people to provide input.) Can't talk about the test because we don't know what the test is yet.

Definition of Politically Adoptable—Does it mean publicly acceptable or does it mean that what is being tested will depend on who is in political power at the time the test is being administered?

Placement Test or Employability Test—Not all students are going to college, but the same rigorous standards are going to be held for everyone—or a certificate of attendance, which is not acceptable. If they can't pass this test, what are we going to do with them if they aren't employable?

Skills for Success—What are interpersonal skills? How do you assess that? (Provide opportunities for students to develop the competency to work together as a team.)

Financial Feasibility—Who is going to pay for the test? The state, the county? What about money for administrative time to prepare and administer the test?

Staff Development—Some teachers pay for conferences from their own pocket because there is no budget for a release day. The test is going to require that teachers get the professional development they need.

Functional Tests—Will the functional tests be eliminated. (It hasn't been determined. There is a committee to determine the relationship between the functional tests and the CLG. If the functional tests are eliminated, then that would free up the dollars to go towards the CLG.)

Relation to MSPAP—The MSPAP provides a variety of ways that kids can express themselves, and it is much better than the functional tests; but what does the MSPAP measure? We tell students not to worry about the grades in MSPAP because it is measuring school performance, but with HSA we are now saying that the student is accountable for his grade.

Design Options—Could there be a combination of tests, so that the earlier grades would take a portfolio assessment, but the senior levels tests would be a limited combination to facilitate a quick turnaround time for the scores?

Sample of the HSA—Parents need to see examples of the HSA test items so they know what their kids are taking. What's being measured?

Turnaround Time—Concern about turnaround time, especially for seniors. MSDE should not be attracted by the quick turnaround time on limited combination option, because that choice may be the most troublesome for special ed kids, ESOL and transfers. We should look at the options that give students a better experience with the test even if it is a slower turnaround time.

Longitudinal Research—What research will there be following implementation to see whether it works the way it should?

General comments regarding HSA public engagement:

There was not enough notice that the meeting was taking place. The auditorium should have been full. Dialogue is premature. Can't provide meaningful input to the design effort because they don't know what the design is. Haven't received sufficient information from the State Department of Education. ETS/CB are the contractors to gain information on the development of the test and are buffers for the MSDE. Another session for Anne Arundel County is needed before the end of the year (with at least one month's notice), where people from the MSDE will give a thorough explanation of what this is all about so people can provide meaningful input.

HSA has been a marketing disaster for the MSDE. Parents have not bought into it. Educators are starting to buy into it. But you have to reach the parents. The county school board could do more, the individual schools could do more to educate parents on this. When parents understand what it is, they start to appreciate what it can do.

Notice of meeting was in the newspaper, and if you didn't get that particular newspaper or that issue, you didn't know about it. How are people being notified about this?

Parents need a list of the CLG to be more informed.

Event: English Curriculum Development Specialists

Date: October 28, 1996

Time: 1:00 - 1:45 p.m.

Location: Frederick County Staff Development Center, 7630 Hayward Road,
Frederick

CB/ETS Participants: Elissa Greenwald, Patty McAllister

Attendees (30): Jill Basye, Administrator, Baltimore
 Martha Bauer, School Administrator, Frederick
 Doug Bloodsworth, Supervisor, Princess Anne
 Linda Bond, Supervisor, Allegany County
 Judy McCall Calares, MSDE Certification and ELA Standards
 Coordinator, Prince George's County
 Alison Donlon, English Specialist, Baltimore County
 C.L. Dyer, Administrator, Howard County
 Carolyn Elmore, English/ESOL/TAG Supervisor, Wicomico County
 Pamela Enrico, Teacher, Owings
 Dorothy France-Davis, Curriculum Specialist, Baltimore City
 Nancy Gordon, Teacher, Jefferson
 Bonnie Hain, Teacher, Howard County
 Sheila Holley, School Administrator, Baltimore City
 Nancy Kruk, Curriculum Coordinator, Caroline County
 Alison A. Lee, Principal, Queen Anne's County
 Hank McGraw, English Supervisor, Harford County
 Sharon Miller, English Supervisor, Bel Air
 Deborah Morgan, Supervisor, Cecil County
 Debra Munk, Coordinator E/LA, Montgomery County
 Rojulene Norris, Supervisor, Prince George's County
 Daniel Nuzzi, English Supervisor, Cecil County
 Karen Pearce, Teacher, Carroll County
 Naomi Powell, Elementary Supervisor, Wicomico County
 Shari Powers, Reading Specialist, Talbot County
 Sherry Purkey, Reading & Language Arts Supervisor, Washington
 County
 Barbara Rice, High School English/Foreign Language, Washington
 County
 Judith Smith, Supervisor, Baltimore County
 Joanne Strohmer, Supervisor, Carroll County
 Sally Walsh, MSDE Project Director, Rockville
 Evelyn Winfield, School System Curriculum, Charles County

Questions and Issues Raised:

1. Least preferable is Limited Combination. Portfolio Plus is dependent on teacher preparation and teacher presentation. Will all 3 tests in English be the same format? Costs involved and logistics involved in portfolio are huge. Standardization of a state-wide portfolio is against the main purpose.
2. Issue of student ownership.
3. Issue of providing a grade on the prep work and not include it in the score.
4. Connection between group work and individuals' work on all assessments. Good instruction relationship to common task work.
5. Can you script an analysis task that is teacher proof? Suggestion: On graph show that there will be a common context.
6. Two targets:
 - Core Learning Goals
 - Test format, type - limit type
7. Three-year overlapping design
 - Selected response and brief constructed. -9th
 - Brief CR and extended - 10th
 - Combine all 3 types of tests - 11th

In this scenario, how do re-tests fit in?
8. Selected response provide a basic level of response data.
9. CLG requires some demonstration of critical thinking at all levels.
10. Ninth grade format should model what kids will get in grade 12.
11. Issue - Focus on literature being taught. What is the test trying to do? Assess what students know? Know how to do something?
12. Four options are available for all tests. This could lead to some synergy
13. How do the four options relate to a total?
14. Performing and supporting intervention should be on demand. Should be on the Apple Chart. I for Instruction should go on the Apple Chart.
15. Issue - Problem with group work for HSA.

16. Design issue - Up to eighth grade students can earn special designation.
17. Disconnect between eighth graders who have not passed the MSPAP.
18. Consider ESL needs.

Notes prepared by Michele Roberts

engcurri.doc

Event: Queen Anne's County Town Meeting

Date: October 29, 1996

Time: 7:00 - 9:00 p.m.

Location: Queen Anne's County High School

CB/ETS Participants: Susan Krupka, Patty McAllister

MSDE Participants:

Attendees (32 People): Cory Armstrong, Student, Clover Fields
Jo Anne Armstrong, Parent, Clover Fields
Deborah J. Britt, Teacher/Parent, Queenstown
Bill Bud, Educator, Centreville
Bobbie Sue Burgess, Elementary Teacher, Queenstown
Rebecca Burner, School Board Member/Parent, Grasonville
Sandy Carlo, Parent, Centreville
Mildred B. Casey, Board of Education President, 7th District Northern
County
Andy R. Cecil, Student, Centreville
Evelyn E. Cecil, Parent, Centreville
Kathy Christopher, Parent, Centreville
Jean Donaldson, Parent, Bay City
Kathy Draper, School Administrator/Testing Coordinator, Centreville
Kathy Fowler, Teacher/Parent, Queenstown
Mary Gills, Parent, Clover Fields
Mary Green, Parent, Church Hill
E.C. Hammer, Board Member/Parent, Centreville
Madelyn M. Hollis, Former Board Member/Grandparent, Centreville
Karen Kram, Parent, Grasonville
Marie Lange, Parent, Centreville
Brent Marsh, Parent, Centreville
Marty Patterson, Parent, Queen Anne's County
Bill Patton, School Central Office Supervisor & Grandparent,
Centreville
Bernard J. Saducfy, Administrator, Queen Anne's County
Linda Schmidt, Parent, Queenstown
Lucrecia Schmidt, ESOL Program, Queen Anne's County
Richard A. Smith, Board Member/Parent, Centreville
Gary Wade, Parent, Romancoke on the Bay
Susan Wade, Parent, Romancoke on the Bay
Carol Walls, Parent, Queen Anne's County
Carol Williamson, Administrator, Queen Anne's County

Bill Young, Educator, Centreville

Questions and Issues Raised¹:

1. Design vs. Development—Explain the difference between the design and the development of the test. (In the design phase we are the architects who develop the blueprint.) Will someone else write the questions? (Yes)
2. Design Questions:
 - Will CB/ETS pick one option or could it be a variety of options? (We will have 2 or 3 options to present to the State Board.)
 - Give an example of a Constructed Response question in the content area of English? (Students would be given passages of literature and a question would reference those documents.)
 - Will there be different design options for different tests or the same for all? (Yes, that is a possibility.)
 - Will part of the design recommendation include which part of CLGs you would recommend for selected response and which for constructed response?
 - Will a prototype be available? (Don't know yet. We will know what the designs are next summer.)
 - How are constructed responses scored consistently? (This is known as reliability. Performance Assessment has problems with this. We have to be sure that, for example, a score of 500 is the same for everyone. Scorers need to be trained.)
 - If the state goes with the Combination option, does this preclude administering it on computer? (The model that is finally selected should lend itself to computer delivery in the future.)
3. Relation to Other State Assessments—Are there other states who use any of the first 3 options? (Maryland would be pioneers if it used Portfolio Plus. Many other states have performance assessments, but they don't use it for individual accountability.) How many other states use assessments for graduation? (Other states use minimum competency tests [basic skills]. Kentucky is a leader in performance assessment.)
4. Domains—What determines how many tests in each domain? (*Suggestion*: Include the name of the subjects tested in each domain.) Who decided math only needed 2? (It is 1 minus the

¹Comments in parentheses are CB/ETS responses to questions and issues.

graduation requirement, except for social studies. The decision was made at the state level.) Why no upper level assessment requirement in science? We should give higher level math/science students a challenge. (Other options are available such as AP.) What about the student who doesn't take physics? (Many kids want to take the tests in easier subject areas in science.)

5. CLGs—Are the CLGs being taught in the classrooms now? (Yes, they are already being used.)
6. Alternative Options—What about students who fail? What will the alternative be? (The most talked about option is an alternative assessment developed at the local level. The issue is the equivalency of the test. Another option is two different diplomas. This is a state policy decision.)
7. Test Administration and Scoring—At what point in high school will students be taking the test? (At the end of course.) Who will give the test? (The present plan is for teachers to give the test.)

Notes Prepared by Susan Krupka

townquee.doc

Event: Southern Regional Content Supervisors and Teachers (Charles County)

Date: October 30, 1996

Time: 4:00 - 6:00 p.m.

Location: Westlake High School, 3300 Middletown Road, Waldorf

CB/ETS Participants: Ernie Kimmel, Susan Krupka, Patty McAllister

MSDE Participants: Mary Jo Comer, Ray Keech

Attendees (55 people): Beverly Barler, School Administrator, Charles County
Michelle Battle, Administrator, Crossland High School
Madeline Blanding, Instructional Specialist, Prince George's County
Gene Bridgett, Calvert County Public Schools
Fran Bryne, ESOL Teacher, Charles County
Karen Burggrat, Teacher, Charles County
Ann Chatin, Central Office Testing, Charles County
Evelyn Chisholm, CEA/Principal, Prince George's County
Jackie Courlla, Teacher, Charles County
Susan DePlatchett, Principal/CEA, Prince George's County
Jerry Diehl, Test Coordinator, Charles County
Pam Fancie, Leadership Intern, St. Mary's
Linda Flanagan, HSA Task Force Member, Charles County Public Schools
Karen Forrer, Guidance Counselor-Career & Tech. Center, LaPlata
B.M. Fox, Community Instructional Specialist, Friendly Cluster
Catherine Frick, Teacher, Lackey High School
Richetta Hacker, Administrator, Clinton
Robert Halrteich, Teacher, Northern High School
Rosellen Harmon, School Administrator, Calvert County
George W. Harrington, Charles County Career & Tech. Center
Randy Herron, Math Teacher, LaPlata High School
Jane Higdon, Teacher, Charles County
Ken Horsman, Director of Secondary Education, Calvert County
Andy Howell, Teacher, Charles County
Merritt Imbriale, Teacher, Prince George's County
Kathy Jenkins, Writing Teacher, McDonough High School
Drew Jepsky, Teacher, Charles County
Leon C. Johnson, Administrator, Prince George's County
Mike Kelley, Math Teacher, Northern High School
Bridget Khwin, English Teacher, Northern High School
Jackie Lepard, Counselor, Charles County
Sherril Lilly, CIS, Prince George's County
Pat Mansin, Principal, Great Mills High School
James Marlett, Calvert County Public Schools
Eleanor Metz, Teacher, Charles County

Peggy Nicholson, Administrator, Crossland High School
John O'Connell, Calvert County
Leona Olson, Teacher, Charles County
Betty Perkins, Administrative Intern, Friendly High School
Kathy Perriello, Teacher, Westlake High School
John Ryan, Principal, Chopticon High School
M.A. Sargo, Potential Administrator, Friendly Cluster
Belinda Shatley, Vice Principal, Prince George's County
Eric Stroh, Math Teacher, Northern High School
Ron Stup, Vice Principal, LaPlata High School
Pete Trone, Teacher, Waldorf
Sheila Vaughan, Teacher, Prince George's County
Sharon Walter, Curriculum Coordinator, Eleanor Roosevelt
Eleanor White, CEA, Gwynn Park High School
Patricia Whoel, Business Person, Prince George's County
Deborah Wilson, English Teacher, Northern High School
Jo Ann H. Wilson, Teacher, LaPlata High School
Evelyn Winfield, English Curriculum, LaPlata
Bobbie Wise, Teacher, Charles County
Sharon Young, Math Department Chair, Charles County

Questions and Issues Raised¹:

1. Test Administration—Is it going to be user friendly to block schedule schools? (The recommendation is at least 2 administrations per year, perhaps one more during the summer.)
2. Content of Tests—How is the content going to be defined? How are teachers going to get the content in their hands. (Start with the CLGs for setting the broad parameters. Once the test is developed, the specifications will be widely available to educators. Maryland wants to raise expectations, not to have a mystery test.)
3. Turnaround Time—When will we get the results back? Are we going to get results back and then turnaround and give the test again? (To be useful, the scores need to be turned around quickly.) Are local teachers going to help score, or will it be given it to an outside contractor? (It hasn't been decided yet.) We need a quick turnaround time, but we shouldn't give up promoting critical thinking by giving a multiple choice test for quick turnaround.
4. Eighth Grade Testing—What about students taking algebra in middle school? (It is an end of course assessment, no matter when the students are taking the test.)

¹Comments in parentheses are CB/ETS responses to questions and issues.

5. Staff Development—Who is going to fund the staff development? (The state is in the process of gathering information from all the schools across the state about what needs to be done for in-service development to make the HSA effective.)
6. Functional Tests—Will middle schools give functionals, MSPAP and HSA? It is a burden to put on middle schools. (Goal is to phase out functional tests and replace with the more rigorous tests.) Is it going to be like the functionals, only a little bit harder?
7. Remediation—There are several options for remediation for students who don't pass the functional tests. Are we going to do the same kind of thing for students who don't pass the HSA at the end of the course? How do we look at remediation for students who may have passed the course but didn't pass the test? (One recommendation is that there be modules built into the test so that you can analyze where a student has had a problem. Target remediation so that a student would not have to take the course over to retake the test. It is a problem to remediate and retest for 10 tests.)
8. Waivers—Will students who successfully complete the AP test satisfy the requirement for HSA? (We've raised the question of waivers with the MSDE. We realize that alternatives are needed both for students with difficulty and those who have gone way beyond the CLGs.)
9. Student Mobility—What about students taking 10 tests in their senior year? Will there be any consideration for these kids? (Issue hasn't been settled at this point.)
10. Record Keeping—Are there plans for a database that we would have access to? Who will do this and who will pay for it?
11. Special Education—We need to make meaningful accommodations for handicapped students so that they have the opportunity to demonstrate success while maintaining rigorous tests.
12. Critical Thinking—It is important to present real life opportunities that involve critical thinking, problem solving and rich experiences for students. These tests would throw us back to tests of recall. (We have a clear charge that these will not be tests of recall.)
13. Gifted vs. Special Needs Students—Will it be one test bank for gifted students as well as for special needs students, or are we looking at differentiated tests? (Emphasis is on the CLGs, what all students should know.)
14. Technology—Will the tests be designed to convert to computer-based testing? Computer delivery is important especially for special ed. kids. (The HSAs need to be adaptable to computer in the near future.)
15. Differentiated Diploma—Concern that we may be saying to businesses and parents that before 2004 a student's diploma doesn't mean anything.
16. Relation to MSPAP—Teachers have worked hard preparing students for the MSPAP and the functional tests. What happens in 2004 when students don't get their diplomas because they

have never had to take these kinds of tests? What happens publicly? What are the public relations implications? (The learner is a serious partner in the learning process.)

Notes Prepared by Susan Krupka

teachwal.doc

Event: Southern Regional Town Meeting (Charles County)

Date: October 30, 1996

Time: 7:00 - 9:00 p.m.

Location: Westlake High School, 3300 Middletown Road, Waldorf

CB/ETS Participants: Ernie Kimmel, Susan Krupka, Patty McAllister

MSDE Participants: Ray Keech

Attendees (15 People): Mary Bilmanis, Parent, CCCC Instructor, Charles County
 Rosellen Harmon, System Administrator/Parent, Calvert County
 Jeffrey Maher, Grant Coordinator, Prince George's County
 Elaine Maker, Instructional Assessment, Charles County
 Vicki Medina, Vice Principal, Northwestern High School
 Paul Millham, Board of Education, St. Mary's
 Rhodessa Millham, Board of Education, St. Mary's
 Sissy Reese, Parent, Charles County
 L. Seversen, School Administrator, Prince George's County
 Sheila Shaffer, Teacher, Prince George's County Public Schools
 Bonnie Simpes, Parent & CCCC Instructor, Charles County
 Katie Simpson, School Administrator/Parent, Charles County
 Sharon Weigh, Calvert County Council & PTA President
 Patti Whorl, Business Person, Prince George's County
 Barbara Wilson, Parent, St. Mary's

Questions and Issues Raised¹:

1. Passing Grade—What is a passing grade on the HSA? (Don't know yet. Too early in the design phase.)
2. College Admission—If colleges are looking at it for admission, will there be nationwide recognition or local? (Only for admission to Maryland public institutions.) Will colleges in Maryland start raising their standards, and will it have a trickle down effect so that the high schools will raise the bar a little bit more? (MSDE is coordinating efforts between the high schools and the colleges and universities so kids can make the transition knowing that with a good score on the HSA they can go right into credit bearing courses without taking remedial classes.)

¹Comments in parentheses are CB/ETS responses to questions and issues.

3. Relation to MSPAP—If HSA evaluates school performance, is that the same evaluation as the MSPAP is supposed to be doing? Are we duplicating our efforts? (MSPAP is for grades 3, 5 and 8. HSA is the tag-on.) Students are not accountable up through the middle school and now in high school we are going to lay a heavy accountability burden on them. MSPAP should make students accountable as well as schools. We need to tell students that MSPAP is practice for HSA. Individual accountability should start earlier than high school. (This is an opportunity for students to learn the CLGs. The HSA would test content as well as application.)
4. Scores—Will scores be broken down as to how students do on each CLG, and how students scored on each of those? (We've discussed the possibility of a module that might break down the outcome expectations within a specific subject area into a reliable measurement unit.)
Suggestion: The HSA passing score should be set high so kids can be expected to perform better.
5. Financial Feasibility—Is this mandate going to be funded? How much is it going to cost? Who's going to pay for the scoring? (MSDE is doing a needs assessment to find out what the state needs to do to help locals to deliver the instruction in the CLGs.)
6. Skills for Success—Will interpersonal skills be assessed? (Doubtful that interpersonal skills can be assessed in any kind of standardized way. This will depend on teacher observation in the classroom.)
7. School Accountability—How will it affect schools that are on alert or being reconstituted? (It will affect all schools and all students the same way; students must demonstrate mastery of the CLGs and be able to apply them.)
8. Public Engagement—Will there be additional meetings after January? (Yes, the intent is to continue public engagement until the year 2000.)
9. Functional Tests—Where does it leave the functional tests? (The plan is to phase out the functional tests. The functional tests are too minimal.)
10. Design Option Preference—PrepPlus is a good option because it promotes cooperative learning, and teachers want the cooperative effort to stay in the HSA. Otherwise teachers feel like they're spinning their wheels.
11. Evaluating Success—How are we going to evaluate the success of the program? Will there be a survey of where students went wrong in previous years? (The state will do follow-up studies.)
12. Pilot Tests—Will there be a statewide pilot test or only some schools? (It is too expensive to do it statewide.) Can a high school approach MSDE to be a pilot school? (It would be possible to ask to volunteer to be a pilot school.)

13. Sample Questions—Will the students be able to interpret what you are looking for? (We will provide sample questions.)
14. Teaching to the Test—Make the curriculum fit the test, not the other way around.
15. Staff Development—Will there be new positions opening in the schools, like test proctors? In the functionals, they don't allow teachers who teach the course to give the test. (These are end of course tests, so teachers will give the test.)
16. Students Who Fail—If a student passes the course but fails the test, would he be able to retake the test only? (We have discussed the possibility of modularizing the tests so remediation can be focused on areas of weakness. Whether this is going to be technically or practically feasible isn't known yet.)

Suggestions:

- MSDE should develop a presentation that would be given at back-to-school night in the elementary schools so that parents can become aware of the HSAs early in their child's education.
- MSDE needs to develop outreach programs for ESL PARENTS (even though the students may know English) so that they are aware of what is expected of their children.

Notes Prepared by Susan Krupka

townwald.doc

Event: Baltimore City Content Supervisors and Teachers

Location: Baltimore Polytechnic Institute, 1400 West Cold Spring Lane,
Baltimore

Date: November 4, 1996

Time: 4:00 - 6:00 p.m.

MSDE Participants: Dan Gadra, Ray Keech

CB/ETS Participants: Wayne Camara, Ernie Kimmel, Susan Krupka

Attendees (42 People):

Questions and Issues Raised¹:

1. Functional Tests—Citizenship Tests should be eliminated because they are too low level. Social Studies teachers need to work on high level thinking skills. (MSDE looking into eliminating functional tests.)
2. Turnaround Time—The Citizenship Tests take 4 weeks to turnaround and it's all multiple choice. When can we expect turnaround from HSA? (This depends on the design option that is finally chosen.)
3. Design Issues—HSAs should follow the form of MSPAP as much as possible. If the state chooses multiple choice, we are not going to see as much improvement. (MSPAP is a sampling test—students don't get a score.) The format of the test is going to drive how teachers teach. The best practical option is the limited combination. Will teachers be given adequate staff development to prepare kids for the limited combination? (Cannot assume that the limited combination option will be adopted. The other designs would do more for education as long as the tests are administered 7 weeks before the end of the semester.) This gets tight for block schedules. You start teaching in February and then you would need to test in April to give 7 weeks turnaround time. (MSDE is strongly committed to letting teachers know what to expect on the test.) Concern about taking time away from instruction. Any thought as to different tests for honors and regular classes? (There is support for the idea of waivers of HSAs for AP tests.) There will be students who pass test and fail course and vice versa. (Tests only assess CLGs. Final exams will assess the whole course.)
4. Grade Levels—Any consideration to combination of different styles for different grades? (Yes, there is discussion of variation across the years to build up from limited combination.)

¹Comments in parentheses are CB/ETS responses to questions and issues.

5. Other States—Is Maryland the first in this type of testing? (They are the first in approaching it as a high standards graduation requirement.)
6. School Accountability—Baltimore City has the highest level of poor students and special ed. kids. They can't pass functionals. The state is going to look at Baltimore City and wonder what is going on there. How will the HSA integrate with "schools that work." What kind of staff development will be available?
7. Drop Outs—If students can't pass the functionals by the time they get to high school, failure on the HSA may cause them to drop out. Please think about accommodations for high risk students.
8. Remediation—If a student passes the course but fails the test, how prepared is that student to retake the test once he or she is out of the course? (Needs to be other tests in place to demonstrate evidence of competency.)
9. Compensatory Model—Concern about having a high level test to meet minimum requirements for graduation. Would there be an overall battery? How does it mesh with certificate of merit diploma?
10. Public Engagement—What feedback will the schools get from the public engagement activities. (MSDE will list the things they hear the most across the state and put it in the MSDE Bulletin that goes to schools.)
11. Funding—Will the state board pick up the price for a more complicated design? In science it would be good to have a lab challenge, but it would be very expensive.
12. Review After Implementation—Will there be an ongoing review after the test is implemented? (We will recommend continuing research.)
13. CLGs—Concern that the CLGs will take over the curriculum.
14. Disclosure—Do you anticipate a new set of questions each year? (Yes.) Will students know which questions they did well on? People need to see prototypes of the test as soon as possible.

Notes prepared by Susan Krupka

Event: Baltimore City Town Meeting

Location: Baltimore Polytechnic Institute, 1400 West Cold Spring Lane,
Baltimore

Date: November 4, 1996

Time: 7:00 - 9:00 p.m.

MSDE Participants: Dan Gadra, Ray Keech

CB/ETS Participants: Wayne Camara, Ernie Kimmel, Susan Krupka

Attendees (25 People):

Questions and Issues Raised¹:

1. Turnaround Time—How long will it take to get scores? (This depends on the design that is finally chosen.) Very important to have results in 30 days. Turnaround time is very important to parents so they can know about their child's future.
2. Basic Skills—We are getting away from basic fundamentals, and teachers will be teaching to the test instead of teaching the course. Students should be tested on facts not "high thoughts" or long range probability. If kids don't have the basics by high school, they are in trouble. We keep socially promoting without making sure that students have what they need at the elementary school level.
3. Local Authority—HSA takes away the local autonomy of the school districts.
4. Parental Involvement—Concern that parents are being left out of the equation. It has already been decided that HSA will be done without asking or telling the parents first. (The State Board has determined that there will be a HSA. They have asked CB/ETS to design the test. The decision on the design of the test has not been made yet.)
5. Public Engagement—How was this meeting announced? (Letter to every school principal in the state.) Has media been invited? (Radio stations have been notified.) Parents of elementary school kids need to know about this. The advertisement wasn't very good.
6. Disclosure—Will parents be able to see the assessment? (They will have retired tests available. We would recommend that Maryland convene a parents advisory group.) With MSPAP parents don't see what their children are doing and can't find out what they need. Parents need to see the test because they don't trust the MSDE. Tests have become too subjective. As parents become more aware of different tests, they want to see the test questions that their

¹Comments in parentheses are CB/ETS responses to questions and issues.

children will take. Disclose questions ahead of time so people can know what kids will be tested on. (The CLGs are the frame of content. The test reflects the CLGs.) Parents need to find out what areas their kids need help with.

7. Funding—How much will it cost? What will Maryland do to ensure that the schools will have the resources they need to teach the CLGs so the students can be assessed? Public schools in Baltimore City are the losers. There is no money to prevent drugs, or for more classrooms or schools, or for up-to-date textbooks—but we do have money for more testing. This is not fair.
8. Drop Outs—We need to find a way for kids in the inner city who can't pass the HSA to get a diploma. (There are discussions about differentiated diplomas.)
9. Science—Why is the science requirement different from the others? (Students elect to take different science courses.)
10. Design Preferences—Test should be a mix of criterion and norm referenced questions. (You want to measure skill and process— not how you memorize.) Tests should be objective, not subjective.
11. Student Accountability—Students have not had an opportunity to be individually assessed before high school. It is too late in high school to assesses students individually. MSPAP is group oriented not individually oriented. Teachers will teach to the test. They should be tested on facts, not high level thinking.
12. Skills for Success—Study skills, time management skills, and organizational skills should be measured at the elementary level. It's too late to assess in high school.
13. Functional Tests—We should upgrade the functionals to a higher level so kids can graduate without a high level, high stakes test.
14. Standard Setting—The aim of setting higher expectations is legitimate, but how high is the bar being raised? (Once you develop the test you come up with a decision of the percent of items that have to be answered correctly to determine a score of 1-5.) Is there an acceptable level of failure? Standard setting should be done with public input and done early. It's hard for the inner city schools to think about lofty high standard assessments when the basic needs aren't being met.
15. Equity—How do you ensure cultural fairness in responses elicited from students? What if they don't give the response that you want due to their lack of exposure? Do they still graduate? You can't test students on what they are not getting in the classroom. (We would recommend convening a panel of people with different backgrounds, perspectives, and ethnicities to review questions for cultural sensitivity.)
16. Teacher Accountability—How can Baltimore City compete with other parts of the state? (The HSAs are tied to the CLGs.) Teachers will be accountable in inner city schools if students

don't do well. The results will show that disadvantaged students are not working up to their potential.

17. Business Involvement—How many business people are involved in these tests? The Business Roundtable should not be trusted because 29% of businesses in Maryland fail.

Notes prepared by Susan Krupka

townbalt.doc

Event: Eastern Regional Content Supervisors and Teachers
(Caroline County)

Location: North Caroline Senior High School, 10990 River Road, Ridgely

Date: November 7, 1996

Time: 4:00 - 6:00 p.m.

MSDE Participants: Ray Keech

CB/ETS Participants: Ernie Kimmel, Susan Krupka

Attendees (77 People): Mary Beth Adams, Curriculum Supervisor, Dorchester
 John Arber, School Administrator, Cecil County
 Marshall Arnell, Administrator
 Mike Asplen, Administrator, Dorchester
 Sandy Baker, Teacher Caroline County
 Gary Bee, Teacher, Caroline County
 Pam Birch, Math Specialist, Talbot County
 Terri Bostic, Social Studies Teacher, Kent
 Beverly Burd, Teacher, Caroline County
 W.D. Burd, Supervisor, Queen Anne County
 Reg Canaday, CCPS, Cecil County
 R. Wayne Carmean, School Administrator, Cecil County
 Debra M. Chance, Principal, St. Michael's
 Louise Cheek, Teacher, Caroline County
 Harry Church, Curriculum Supervisor, Dorchester
 Ray Clarke, Supervisor, Chestertown
 Bob Costello, Teacher, Caroline County
 Lorraine Costello, Superintendent, Kent
 Robert Crooks, Teacher/Department Chair, Kent
 Mr. Davis, Teacher, Kent
 Ms. Davis, Teacher, Kent
 Bryan Ebling, Caroline County
 Judith L. Falin, Teacher, Dorchester
 Steve Garner, Administrator, Caroline County
 Allan Gorsuch, Superintendent, Denton
 Terry Greenwood, PSSAM, Snow Hill
 Charles D. Grover, Teacher, Federalsburg
 Ron Harder, TCPS, St. Michael's
 Tina Henry, Principal, Caroline County
 Mr. Hill, Teacher, St. Michael's
 Elise Hudson, Teacher, Cecil County
 John Hurley, Principal, Dorchester

Ray Jenkins II, Talbot County PTA
 Robert Jestor, Teacher, Caroline County
 Felice Joseph, Teacher, Dorchester
 John Kelly, Director of Special Education, Cecil County
 M. Letz, Principal, Caroline County
 Richard Lonie, School Administrator, Cecil County
 Ms. Malury, Math Chair, Kent
 Harry Martin, Principal, Kent
 Don Marvel, Teacher, Cordova
 Peter L. McCallum, CCRS, Cecil County
 Karyn McElvey, Teacher, Dorchester
 Earl Miller, School Administrator, Cecil County
 John Miller, Teacher, Caroline County
 Scott C. Milligan, Teacher, Preston
 James Moon, Assistant Principal, Caroline County
 Tim Moore, Teacher, Caroline County
 Merrill Morgan, Counselor, Caroline County
 Hope Murphy, Teacher, Talbot County
 Robert B. Newton, Board of Education, Queen Anne's County
 Daniel Nuzzi, School Administrator, Cecil County
 A. Orr, Supervisor, Caroline County
 Jane Painter, Teacher, Caroline County
 Bill Patton, Supervisor, Centreville
 Charlee M. Pelito, ASS, Denton
 John Perry, Supervisor, Caroline County
 Susan Piavis, Administrator, Denton
 Tina Powers, Teacher, Caroline County
 Chris Pudgen, Teacher, Talbot
 Dave Rergarrd, Assistant Superintendent, Kent
 Gary Richardson, School Administrator, Elkton
 Carl Roberts, School Administrator, Cecil County
 Lauren Saltern, Supervisor, Cambridge
 Tom Saporrts, Counselor, Caroline County
 Lois Schall, Teacher, Caroline County
 Ken Scott, Teacher, Dorchester
 Brian Spiering, School Administrator, Caroline County
 Sandra Steven, Teacher, Talbot County
 Maureen Stockman, Teacher, Talbot County
 Ron Thompson, Teacher, Cecil County
 Phyllis Triggs, Teacher, Caroline County
 Anna Turner, Teacher, Hillsboro
 Caroll Visitainter, Supervisor of Instruction, Caroline County
 Michele Wayman, Teacher, Caroline County
 Carol William, Administrator, Caroline County
 W. Young, Board of Education, Queen Anne's County

Questions and Issues Raised¹:

1. 8th Grade Testing—Students who take Algebra in 8th grade might be tested twice—once for HSA and once for MSPAP. Would they be exempt from MSPAP if they are taking HSA in 8th grade? (The HSA is end of course.)
2. Achievement Levels—Will there be different levels of achievement for the test? Is it like MSPAP? Will the state reward students for excellence? (Hope to get agreement with colleges that if students get a certain cut score they can get into credit bearing courses at Maryland public institutions without remediation.) Does this mean they don't have to take the SAT if they get a certain score for admission to UMD. (That hasn't been decided yet.)
3. Credit by Examination—Is the state excluding students from taking the test before they take the course? (There has been no discussion about testing out of a course. The tests are end of course.)
4. Differentiated Diplomas—Suggest the State Board take into consideration that the HSA should be considered an endorsement to the diploma. It could be a measuring stick for the school, but it would not deny students a diploma. An endorsement diploma is positive, not punitive. (State Board will give consideration to 2 different diplomas.)
5. Staff Development—If teachers will score the constructed response questions, the state needs to give specific requirements to LEAs to do that task. (How the test should be scored is still an open question. Training and mentoring will be required at the local level. We can have district-wide scoring sessions.) How does the state plan to support local school systems for staff development and technology? (The state is conducting a needs assessment about what is necessary to deliver the CLGs so kids can meet the higher expectations.) Has the state government committed to funding for staff development? (The legislature is supportive of educational improvement.)
6. Business Community—Frustration with the influence of the business community. The problem with students graduating is not with their knowledge of the CLGs but with the lack of knowledge of basic skills.
7. Parental Involvement—Parents need to be more attuned to what's happening with the HSAs.
8. Student Mobility—How many tests will transfer students have to take? (Don't know yet. The intent is not to deny a diploma.)
9. Module Type Test—If a student passes the second test in English but fails the first test, does it fulfill both test requirements? (No, the student will have to go back and take the first one again.) What about lower achieving students in math?. The only way to test outcomes in algebra would be in modules.

¹Comments in parentheses are CB/ETS responses to questions and issues.

10. Make-Up Tests—What about catastrophic events that happen locally on the state mandated test date? (We are trying to build in a plan for make-up tests.)
11. Pilot Testing—Pilot testing will not give teachers enough time to help kids be successful on HSAs.
12. School Accountability—Making the HSA a graduation requirement will have a negative effect. High schools should be assessed by how well students do on the HSA. Schools should be assessed on the quality of education in that school, but the student should not be denied a diploma.
13. Curriculum—Are educators going to be given a mandated curriculum before the test is given. (This is not an attempt to make a statewide curriculum. The HSAs are tied to the CLGs that all students should know. Teachers need strategies for teaching the CLGs.)
14. Validity—One year of testing may not prove that the test is valid. What will the state do? Will they pull out or move forward? (If they are found to be invalid during pilot testing, the state would delay implementation. The tests must be fair to all students.)
15. Alternative Testing—We need an option for slower students. There needs to be a local alternative that meets the same degree of reliability and validity. (ETS/CB has to come up with acceptable alternatives for the local districts.) What accommodations are being made for slower students? (We have a legal obligation to accommodate special ed. kids.)
16. Early Semester Closing—What about districts where semesters end before Christmas? Are we obligated to wait until January to give the test? (There will be 2 or 3 forms active in the school year.)
17. Drop Outs—If 9th graders fail their first 3 exams, they can develop an 'I can't' attitude, and we are in danger of losing them. Students should not take more than one test a day because of the stress factor for younger students. What about students not going on to college? Those students might get frustrated and give up and drop out. Concern that vocational programs will cease or change dramatically.

Notes prepared by Susan Krupka

Event: Eastern Regional Town Meeting (Caroline County)

Location: North Caroline Senior High School, 10990 River Road, Ridgely

Date: November 7, 1996

Time: 7:00 - 9:00 p.m.

MSDE Participants: Ray Keech

CB/ETS Participants: Ernie Kimmel, Susan Krupka

Attendees (31 People): B. E. Barley, Concerned Citizen, Kent
Judy Bateman, Parent, Preston
Lynn Beauchamp, Guidance Counselor, Denton
Robin Bigelow, Parent, Greensboro
Spicer Bill, Superintendent, Dorchester
Laura L. Breeding, Parent & Teacher, Denton
Vicki Beresgens, School Board Member, Goldsboro
Barb Callahan, Parent, Denton
Barbara Carrow, Parent, Marydel
Sandy Ced, Parent, Talbot
Marlene Feldman, Board President, Dorchester
George W. Fisher, Sr., Parent, Denton
Joy J. Giamt, Parent, Preston
Gene Goll, Media, Easton
Bob Griffith, Parent, Ridgely
Jon Hardin, Parent, Easton
Eva Hathaway, Parent, Denton
Dedra Hicks, Parent, Ridgely
Patricia E. Higgins, Parent, Denton
Jane Hoffman, Administrator, Federalsburg
Rowland Holsinger, Parent, Denton
Sally Hutchins, Parent, Preston
Raye Jones, Parent, Kent
Jeff Luby, Parent, Easton
Lori McDonald, Teacher & Parent, Talbot
C.J. Mosca, Parent, Denton
Christy Ann Pierce, Teacher Specialist, Federalsburg
Cheryl Rein, Parent, Denton
Principal, Greensboro
Ken Thompson, Concerned Citizen, Caroline County
Nancy Walker, Times-Record Reporter, Caroline County

Questions and Issues Raised¹:

1. Implementation—2004 is the guinea pig year. What if it doesn't work? What do we do with the kids who aren't passing these tests in 2004 who would have normally graduated with no problem? (If it doesn't work in the pilot years, implementation will be delayed.)
2. Differentiated Diploma—Will there be any other certificates given in addition to the high school diploma? (There is discussion about having an honors diploma, but students will not get a diploma unless they pass 10 of the 12 tests.)
3. CLGs—Are they available to parents? (Yes, each of the schools has them and they are available on CD ROM.) Have they been established for the high schools yet? (Yes) CLGs are excellent, very basic and to the point. Testing kids is a good idea.
4. Funding—How much will HSA cost per student? (It will depend on the design of the test.) Will the elimination of the functionals offset the HSAs? This mandate must be funded. What about money for early childhood education for basic skills? o it right the first time and don' spend the money on remediation later. Look at the expense and equity of test. Poorer counties cannot compete with richer counties.
5. Turnaround Time—Kids want to know how they did on the MSPAP and functionals. It's hard for teachers to strengthen their instruction if they don't get the results back quickly. Ninth graders need to know how they did for course selection and what they need to do next. (We're looking at an 8-9 week period from administration to results.)
6. Drop-Outs—What about 8th grade students who fail functionals and are facing MSPAP? What about those students who have difficulty with basic skills tests but are getting more and more testing? It's not an incentive to try; it's an incentive for them to give up. (Not sure there is an answer at this point.) Kids may drop out, and then the state board will come back to the school and say your drop out rate is too high.
7. School Accountability—High schools will be held responsible when these kids don't succeed. Students are promoted so that it doesn't look as if the school has a high failure rate.
8. Social Promotion—What is going to happen to the school when kids are being socially promoted to high school with Es and Fs and then they can't pass the HSAs? Attendance does not have a direct correlation with how a student performs. Kids do not have basic skills and then they can't pass the tests. State says you can't fail them, and all of a sudden they have to take these tests to graduate. The students are not prepared prior to high school because they are being socially promoted. What are K-8s doing to prepare kids to take the assessments in ninth grade. In Baltimore, only 14% scored satisfactory on the MSPAP, but 97% were promoted.

¹Comments in parentheses are CB/ETS responses to questions and issues.

9. No More Testing—Let's first identify why America is at the bottom globally. Testing isn't the answer. (Assessment is only one component.) Are there going to be new text books to go with the tests? We don't need a new test; we need better teachers and instruction. The failure is in the school system and that the state department has taken over the locals. Testing will not solve problems. Basic skills are most important. With MSPAP kids are being taught to take the test, but not taught the basic skills. Kids should memorize multiplication tables instead of given calculators. Getting away from the basics gives kids less of a foundation to build new concepts.
10. Related Tests—There should be an HSA for technology and computer related skills. There should also be an exam to test oral expression.
11. Disclosure—Will parents see the test? (There will be a sample of the tests.) Will parents see the results of their child's testing? (There will be individual report for each student so parents will see the results). Will parents see the questions and answers after the tests have been scored? (Not known yet.) If parents can't see the test, and the parents don't give permission for the child to take the test, what happens? (Look at the expectations that are stated in the CLGs.) Parents don't have fears when they can view their child's test. (Disclosure is very expensive.)
12. Test Schedule—Will the test change on a yearly basis? Will it be given on a mandated schedule? Will it be based on a certain publisher's curriculum? Do the curriculums that are available now meet current CLGs? How much time is going to be spent teaching to the test? (It will depend on whether publishers start aligning their curriculum to match the CLGs.)
13. SATs—Will Maryland do away with the SAT? (This is not the intention.)
14. Student Mobility—What about students transferring from home schools or a Christian or private school? (Not decided yet)
15. Achievement Level—There shouldn't be one test for all students. One test should be for college bound students to certify that they are ready to go on to college level work, and one for the vocational students to certify that they are ready to meet the technical demands of the business world.

Notes prepared by Susan Krupka

Event: North Central Regional Content Supervisors and Teachers (Baltimore County)

Date: November 12, 1996

Time: 4:00 - 6:00 p.m.

Location: Loch Raven High School, 1212 Cowpens Avenue, Towson

CB/ETS Participants: Bill Harris, Susan Krupka

MSDE Participants: Dan Gadra, C. Hannon, G. Hedges, Ray Keech

Attendees (56 People): Bob Angela, TABCO, Towson
Ron Barnet, Science Supervisor, Baltimore County
Carol Batoff, Director of Secondary Schools, Baltimore County
Gary Bauer, Board of Education, Carroll County
Rick Bavaris, Baltimore County Public Schools
B. Bolt, Teacher in Baltimore County Magnet School
Phil Brave, Department Chair, Towson
Nancy Brook, Social Studies Coordinator, Baltimore County
Delores B. Cassell, Administrator, Baltimore County
Evelyn Chatmon, Southeast Area Office
Peter Cincotta, High School Math Chairman, Towson
Georgina P. Clevenger, Parent, Omem
G. Cohen, Supervisor, Baltimore County
Mary Corey, Baltimore County Public Schools, Carver Center
Chris Corheid, Teacher, Parkville High School
Whitty Cunnigguin, League of Women Voters, Baltimore County
Lyle Datchkrusky, Administrator, Baltimore County Public Schools
Barbara Dorsey, School Administrator, Hereford High School
Tena Ellis, Principal, Elementary School, Baltimore County
Marcy Emberger, Teacher, Baltimore County
Alan Giles, Teacher, Harford County
Diane Goldian, Principal, Baltimore County
E. Gorman, Director of Secondary Education, Baltimore County
Sheila Grap, Curriculum Specialist, Baltimore County
Ray Gross, School Administrator, Hereford High School
Charlie Harris, Supervisor, Office of Assessment
Laura Hohman, Business Chair, Eastern Technical High School
Russ Holing, Principal, Hereford Middle School
Hal Hattos, Principal, Dulaney High School
Bob Hamilton, School Administrator, Hereford High School
Keith Harmeyer, Baltimore County Public Schools
John Hollingsheal, Science Department Chair, Jarrettsville

Tom Howard, Administrator, Harford County
Dwayne Johnson, Baltimore County Public Schools
Vic Kilian, Social Studies Chairman, Forest Hill
Hank McGraw, Supervisor of English
Sally McNelis, Teacher, Eastern Tech.
Sarah Morris, Teacher Specialist & Parent, Harford County
Anthony Mursleine, Baltimore County Public Schools
Paul Patrinicola, Assistant Principal, Hereford High School
Jacquei Pipken, High School Administrator, Howard County
Steve Ponzillo, Principal, Rosedale Center
Jet Reid, AP Teacher, Western High School, Baltimore County
David Ring, Teacher, Milford Mill Academy
Kathryn Robinson, Teacher, Baltimore
Ginny Roti, Guidance Counselor, Hereford High School
Tom Schaeff, Teacher, Baltimore County
Rex Shepard, Baltimore County Public Schools
Norm Smith, High School Principal, Baltimore County
M. Spicer, Principal, Sparrows Pt. High School
Pat Stoeri, Teacher, Harford County
Arthur Stritch, English Content Team, Carver Center
Wayne Thibeault, Principal, General J. Stricker Middle School
Ronald Thomas Executive Director of Accountability, Baltimore County
Lois Townsend, Department Chair, Baltimore County
Don Wright, Chairman, Towson

Questions and Issues Raised¹:

1. Domains—Do students have to pass at least one test in each domain? (Students must pass 3 in English, 3 in Social Studies, 2 in Math and 2 in Science, but in science they have an option of passing 2 out of 4.)
2. Accommodations—Will there be accommodations for handicapped students so there won't be a special diploma for them? (Yes)
3. Skills for Success—Can a student pass a CLG test but fail Skills for Success? (No)
4. 8th Grade Test—Can the student who takes algebra in 8th grade take the HSA in eighth grade? (Yes, they are end of course exams.)
5. Turnaround Time—If we use CR questions, how will that effect turnaround time? It now takes 3 months to grade MSPAP. (The turnaround time depends on the design.)

¹Comments in parentheses are CB/ETS responses to questions and issues.

6. Student Mobility—What if a student transfers into a Maryland school in 10th grade? (Hasn't been decided yet, but if the students wants a Maryland diploma, he will have to pass the tests.)
7. Private Schools—Private school students should be able to take this test. (The MSDE has no jurisdiction over private schools.)
8. Credit By Examination—Can a student take the exam at the beginning of the course to test out and get credit for the course? (Students have to have 21 credits in specific subject areas and must be able to pass the HSAs to graduate.) Can transfer students take credit by examination? (Hasn't been decided.)
9. Scoring—Is it going to be scored by teachers? (Probably will not be scored by the student's own classroom teacher; otherwise it cannot be legally defensible.)
10. Failing Tests—What if a student passes the course but not the test? (He would not graduate. He needs to master the CLGs as well as the course material.) What about seniors who fails? (Hasn't been determined yet, but it is likely they would have to repeat the class and retake the HSA in summer school.)
11. Test Forms—Will there be retakes? Will it be the same test? (There will be different forms of the test. There has to be an opportunity for students to retake the test.)
12. Local Testing—What about retaking the test through State Department approved local testing? Can a local school system have its own option and design a test in lieu of the state test and have it approved by the State Department of Education? (It will be very difficult to come up with a local test that has validity and reliability and is fair to all students.)
13. Design Questions—
 - Will there be only one design or several designs, and who will make the decision of which option to be used? (The MSDE will make the decision on the design. The Department will probably choose different options for different tests.)
 - *Suggestion:* During presentations you should state the CLGs and compare the design of the test to that CLGs so people can provide input into the design of the test. (Content teams have the goal of determining which option would best assess the CLGs.)
 - *Suggestion:* Definitely make a free response option part of the HSA.
 - In PrepPlus, what are the preparatory learning tasks and the common tasks? Compare PrepPlus to Combination. (In PrepPlus everyone might study the Declaration of Independence to dissect and analyze it. That's the common task prior to the test. When the student comes to the test, the ECR will deal with the Declaration of Independence. In Combination the student doesn't get the task prior to the test.) Is the most expensive test Portfolio followed by PrepPlus, then Combination, then Limited Combination? (That's

correct.) PrepPlus is the best for what we're trying to assess, especially in language arts. Portfolio is too expensive. (Combination is the model for the New York Regents.)

- What about turnaround time for PrepPlus? (It would be longer than Combination, but we're not sure how much longer.)
14. Functional Tests—Is the Citizenship test going to be eliminated before the government test of the HSA will be in place? (No decision as to when it will be phased out.) Whatever you do, don't include another Citizenship test in this HSA.
 15. Test Administration—Will there be accommodation for the 4 period day? (Yes, there will be end of course tests in January and June and perhaps in the summer.) Will the tests be given in a specific week at the end of the year? (Yes, that is the plan.) Ninth graders might be taking 4 tests in one week. Will the testing be part of the 180 day school year? (Yes)
 16. Staff Development—What instructional strategies will be given for the HSA? (Content teams are going to different counties talking about that issue to get ideas and suggestions for effective teaching strategies for CLGs. We are working on staff development models.)
 17. Curriculum—Will there be a statewide mandate of what will be taught in which year? For instance, will all 9th graders have to take government because that was the test that was developed first? (No, the state will not mandate what to offer and when it is to be offered.)
 18. Field Testing—Will all 12 tests be ready for pretesting? (Yes, but cut scores won't be determined until the pilot test. The students will take the test, but during no-fault years the test will not determine if the student gets a diploma or if the school is good or bad. Field testing will work out the kinks.) Will all districts be involved in field tests? (Field test design hasn't been worked out yet. Test developer will interact with the State Department on this.)
 19. Achievement Levels—Will there be different levels of the test for learning disabled students? A disabled child should have as much right to a Maryland diploma (instead of a certificate) as the child who graduates valedictorian. (There will not be different levels. The expectation is that all students need to master the CLGs.)
 20. Parental Involvement—Elementary school parents need to know about this now or they will be hit with this when the student gets to high school. (We're having meetings with PTA groups and elementary school principals, middle school principals, and superintendents. Our goal is to make sure that parents know about this. We will continue with public engagement until implementation.)
 21. Funding—In New York the redesign of the regents will cost anywhere from \$66 to \$72 million. Will there be any money available to help local school districts implement the program? (The design of the test will have cost implications; a cost estimate will be presented to the state legislature.)

22. School Accountability—Will success or failure on the HSAs affect the school performance figures? (Yes)

Notes prepared by Susan Krupka
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Event: North Central Regional Town Meeting (Baltimore County)

Date: November 12, 1996

Time: 7:00 - 9:00 p.m.

Location: Loch Raven High School, 1212 Cowpens Avenue, Towson

CB/ETS Participants: Bill Harris, Susan Krupka

MSDE Participants: Dan Gadra, Ray Keech

Attendees (39 People): Fran Alluf, Howard County
Karen Boecker, Parent, Baltimore County
Ralph Boecker, Parent, Baltimore County
Beverly Coffin, Parent, Dundalk
Kathy Cohn, Board of Education & Parent, Timonium
Kathy Corley, Office of Assessment, Baltimore County Public Schools
John Desmone, Elementary School Principal, Baltimore County
Joyce Dikienzi, Parent & PTA Member, Parkville
Lynn Drummond, Parent, Pikesville
Phyllis Ettinger, School Board, Baltimore County Public Schools
Donnie Gaine, Parent, Baltimore County
Anileen Gray, Parent, Baltimore County
S. Gray, Parent, Towson
Carol Haggard, Guidance Counselor-SIT Chair, Columbia
Mary James, PTA President & Parent, Towson
Gail Jones, Parent & PTA Member, Dundalk
Mary Pat Kahle, PTA Council & Parent, Timonium
Michael Kennedy, Parent, Catonsville
Cynthia King, Parent, Towson
Adrienne Kols, Parent, Lutherville
Susan Lambeut, Parent, Baltimore County
Michael K. Mariella, Parent, Perry Hall
Mary Martin, Parent & PTA Representative, Perry Hall
Elfredo Massie, Deputy Superintendent, Baltimore County Public Schools
Mady Maushard, Baltimore Sun Reporter, Baltimore
Clara Mills, Concerned Citizen, Balto City
Lisa Moskios, Parent, Timonium
Mary M. Roy, Parent, Parkville
Lynn O'Hara, Parent & PTA Member, Parkville
Mary Katherine Scheeler, School Board, Balto County
Don Shaneor, Teacher, Baltimore County
Rex Shepard, Baltimore County Public Schools, Cantonsville

Betty Shepherd, Parent, Columbia
Bonnie Thomson, Parent, Baltimore County
Christen Tufitt, Parent, Sparks
Kathy Weis, Parent
Davis Williams, Harford County Public Schools
Carolyn Wood, Parent & Educator, Baltimore County
Kathy Yuill, Parent & Education

Questions and Issues Raised¹:

1. **Funding**—How much is each design going to cost? (Don't know yet. Designs will be costed out and presented to MSDE.) What will the financial responsibilities of the local jurisdictions be? Will this be an unfunded mandate? (Not the intent of MSDE to burden local districts. MSDE will bear the cost of the assessment, not the local school systems for the administration of the assessments.) Huge needs are going unmet; unless we are talking about raising taxes, something else is going to be eliminated. Make sure inequities are corrected before adding other tests. How much money has been spent so far in developing this test? (Parent response: \$16.3 million has been allocated this year alone. ETS/CB contract is \$780,000.)
2. **Content of CLGs**—Which is going to come first, the test or the CLGs? (CLGs are the basis for the test.) Concern about CLGs slanting history away from US history and towards history of other countries. Will the tests ask opinions? (We are asking students to demonstrate that they have knowledge, that they can organize their thoughts in coherent ways, to show that they can communicate those thoughts.) If you're grading them on content, you're asking them for their views on the content, and student views may be different than the state standards. (It is the intent of MSDE that students demonstrate knowledge based on the content and that they apply their knowledge to life-like situations.)
3. **Modules**—Suggestion: Design a drop-in module that could be placed in local final examinations so that there would be the same module throughout the state, but locals would be free to test to their own teaching and their own goals, which may be different or even higher than the state goals. Locals want to reach for excellence, not just pass a test. From a financial and academic viewpoint, a drop-in module based on the state core goals might be something that should be considered along with the four options.
4. **Differentiated Diploma**—Several different diplomas should be available to students based on their level of proficiency. Concern about denying a diploma to a student who has attended school and passed their required courses for graduation. Certificate of Attendance for students who fail the HSAs and Special Ed Students is not an acceptable option.

¹Comments in parentheses are CB/ETS responses to questions and issues.

5. Other States—Have other states done this? (Other states have a test for graduation; Maryland is not alone, but is a leader.)
6. Relation to MSPAP—MSPAP is very process oriented which gives you a picture of the school. HSA is content oriented and gives a picture of the student. How can you expect kids who are now in 5th grade and driven by MSPAP training to go into 9th grade and switch gears. (HSA would test content knowledge and application of that knowledge.) MSPAP was implemented too quickly. The first results were thrown out. We need HSA to be a GOOD test. (State Department learned a great deal from the rapid implementation of the MSPAP.)
7. Teaching to the Test—With MSPAP we are told that you should not have to teach to that test, but if you want students to do well you have to teach to the test because it is developmentally inappropriate. A third grader is not capable of doing what you expect them to do unless you teach them how to do it. This takes hours and hours of classroom time and then you wonder why children can't read and do math.
8. Local Autonomy—Parents can't get to the MSDE very easily. Parents can go to local board to make an impact. When HSA is implemented it is extremely important to allow some control to remain at the local level so parents can access a group that has some power over making a change or recommendation if things aren't going well. (The state board supports the notion of local control, and this is not a state curriculum—it's just CLGs that should be part of your course. The state is not going to be in a position of determining what grade a student earns in your class because you determine the criteria for that.)
9. Student Mobility—Must consider students who move into Maryland in their senior year. (Yes, this is under consideration.)
10. Too Many Tests—Concern about the number of tests. Ten is too many for the time spent on task. (Ultimate goal is not to deny a student a diploma. When they do graduate they have demonstrated proficiency.)
11. Essay Questions—Concern about turnaround time for essay questions. They would have to be graded individually. How are standards set so they are graded fairly? What about seniors taking essay exams? There wouldn't be enough time to grade.
12. Waiver for AP—Could AP count as part of the battery? (MSDE needs to see what correlation the CLGs have with the AP.)
13. Achievement Levels—Is this test going to be the same test for all students: Special Ed through Honors/AP? (Yes) How will the curriculum differ for regular students and Gifted and Talented students? (CLGs are not designed to be the entire course.)
14. Comprehensive Test of Basic Skills (CTBS)—Will the CTBS be eliminated when MSPAP is fully implemented? (There has not been discussion about canceling the CTBS.) CTBS costs

\$5.00 per student and MSPAP costs \$20.00 per student. Given the current money crunch the fear is that CTBS will be eliminated and then students won't have any individual testing until high school. (The functional tests will be phased out.)

15. Teacher Preparation—Teachers in Maryland can teach out of their area of certification. Must start at the elementary level and require teachers to take a reading methods course. Must look at teacher preparation to assure success on the HSA.
16. Certificate of Merit—Will there still be a Certificate of Merit diploma? Will the state colleges look at this diploma for admission. (The CM diploma will remain and state institutions may consider that with this type of diploma students can enter directly into credit bearing courses with no remediation necessary.)
17. Design Option Language—Design options should be explained in English that parents can understand. Selected Response should be changed to Multiple Choice. Extended Constructed Response should be changed to Essay. Parents can't understand testing language.
18. National Standards—"The New York Regents is good because if you moved you knew that the learning was continuing on. Having minimum standards means a lot. There were different levels of the diploma but when you had a Regents diploma it meant that you were a college bound student, as opposed to the regular diploma where you had to meet your core requirements but you had only a final exam which was your local school's final exam, not a statewide test. I think that has its merits. I think it's good that the State of Maryland is looking toward the future because somewhere down the line we are going to end up with national standards which I think we need. There is too much mobility in the world right now, kids move 7 times in their lives before they're 20. There needs to be some more consistency in education nationwide so you don't lose much when kids move around. They are trying to raise the standards of the Regents in New York and it seems like that's what you're trying to do in Maryland, but you have to do it in incremental levels. There has to be a lot more thought in the process to have a GOOD test so they won't have to throw out the results after the first year of testing." (The state department learned a great deal from the rapid implementation of the MSPAP).

Notes prepared by Susan Krupka

Event: Presidents of Local Boards of Education
Date: November 13, 1996
Time: 3:30 - 5:00 p.m.
Location: Maryland State Department of Education, 200 West Baltimore Street, Baltimore

CB/ETS Participants: Wayne Camara, Robert Majoros

MSDE Participants: Dan Gadra, Ray Keech

Attendees (11 people): Deborah Ann Aughenbauf, Frederick County Board of Education
Vicki Buesgens, V.P., Caroline County Board of Education
Sue Buswell, MABE
Christopher T. Cross, President, MD State Board of Education
Phyllis Ettinger, Baltimore County School Board
Joe Foster, Anne Arundel County Board of Education
Ron Grabenstein, Allegany County Board of Education
Anasol Gutierrez, Montgomery County Board of Education
Dori Nipps, Washington County Board of Education
Jean Smith, Washington County Board of Education
Leroy J. Tompkins, Prince George's County Public Schools

Questions and Issues Raised:

1. Pass/Fail Rate—If tests are gauged for the lowest common denominator, they become meaningless; and it is impossible not to graduate 75% of students. Can the passing score be raised incrementally?
2. Alternative Diplomas—Can the scores be stratified so that test performance (and other criteria) correspond to the rank of a diploma (as is done in college)? This would motivate the higher ability students while being fair to the lower ability students.
3. Legal Defensibility—Will there be legal problems if a student is denied a diploma because of test scores, even if he/she has completed the course credits? Teachers who are teaching outside of their certification could decrease the defensibility of the tests.
4. Dropout Rate—The dropout rate will increase if students fail the first few tests.
5. Remediation—What happens to the students who fail exams?
6. Mobility of Students—Many students enter Maryland schools from other states (including the children of military families). Will these students be required to take all of the tests for graduation?

7. Implementation Timeline—Public perception is that the schedule for the high school assessments is “set in stone,” and that key decisions about the program have already been made. Public needs to know that decisions will affect the timeline, that there is flexibility. Speculation has become reality. There needs to be a major public relations/marketing effort to inform the public and create buy-in. The list of issues to be decided by the Board must be distributed widely so that input can be provided. Periodic updates must be provided to stakeholder groups.
8. Funding—A major issue. An adequate and equitable funding plan must be designed as the assessment program is designed, not as an afterthought. Professional development is important.
9. Reaction to Design Options—A test consisting entirely of selected response items is not acceptable; instruction has moved beyond that. Portfolio Plus has drawbacks as a high stakes test. Turnaround time is a problem, and students cannot take an end-of-course exam in April to get results by the end of the school year. This problem is exacerbated for the students who are in half-semester courses. Also, it’s difficult to know whose work is being graded.
10. Pilot Testing—Give consideration to piloting the high school assessments in a few school systems rather than statewide.
11. Information Dissemination—Parents of the children who will be affected by the new graduation requirements need to be engaged. Can letters be sent from the state or local school systems to parents of all fifth graders to inform them of this initiative? Parents can also be informed at the middle school orientation.

Notes prepared by Robert Majoros

presiden.doc

Event: Eastern Shore Meeting of Content Supervisors and Teachers

Date: November 21, 1996

Time: 4:00 - 6:00 p.m.

Location: Wicomico High School, 300 East College Avenue, Salisbury

CB/ETS Participants: Bill Harris, Ernie Kimmel, Susan Krupka

MSDE Participants: Dan Gadra, Ray Keech

Attendees (46 People)¹: Anne Ashe, Vice Principal, Salisbury
Jim Bass, Assistant Principal, Pittsville
Bryan Blessing, School Administrator, Salisbury
Lynne P. Bratten, Guidance Counselor & Parent, Salisbury
Vicki Carter, Counselor, Crisfield
Brenda Coe, Teacher, Parsonsburg
Ed Corey, Administrator, Salisbury
Judy Davis, Teacher & Parent, Salisbury
Ben Durher, Teacher, Salisbury
Melissa English, Teacher, Salisbury
Bob Evans, School Administrator, Wicomico
Fred Grant, Principal, Snow Hill
Robert Greer, Principal, Salisbury
Steve Grudis, School Administrator, Salisbury
Caroline Hall, Coordinator of Instruction, Pocomoke
Alma Harbert, Teacher, Crisfield
Rosemary Hiher, Teacher, Salisbury
Ellen Jones, Teacher, Salisbury
Claudia Juds, Teacher, Mardela
Carvel LaCurts, Teacher, Pocomoke
Ken Layfield, Supervisor, Salisbury
Karen Lutz, Teacher, Salisbury
Sharon Lynch, School Administrator, Salisbury
Richard McEberf, Teacher & Parent, Whaleyville
Bill Middleton, Superintendent, Salisbury
Stephanie Milos, School Administrator, Salisbury
Ellen Pilchard, School Administrator, Snow Hill
Jo Anne Pratt, Teacher, Salisbury
Sandra Prillanon, School Administrator, Salisbury
Dave Pruitt, Principal, Newark
Barbara Purnell, Principal, Delmar
Mark Recone, School Administrator, Salisbury

¹The question and answer session of the meeting was ended when it became apparent that members of the audience were not willing to make their questions and comments known publicly. These notes were taken by listening to the questions asked of Ernie Kimmel.

Daniel Richardson, Supervisor of Instruction, Pocomoke
Beth Royal, Teacher, Salisbury
Stefanie Rusin, School Administrator, Salisbury
John Sanus, Principal, Crisfield
Helen M. Schmidt, Principal, Salisbury
Terry W. Spriger, Teacher, Pocomoke
Linda Stark, Teacher, Powellville
Mary Lou Townsend, Teacher & Parent, Salisbury
Richard L. Turner, Principal, Salisbury
Ellen M. Walis, School Administrator, Hebron
Sam Walker, Supervisor, Mt. Hermon
Bonnie Walston, School Administrator & Parent, Salisbury
Ronald O. Willey, School Administrator, Salisbury
Melva Polk Wright, Vice Principal & Parent, Salisbury

Questions and Issues Raised:²

1. English HSA—There are only 3 tests in English. Is it correct that there will be no HSA at the end of English in the senior year? (Yes, that's how we see the CLGs breaking out.)
2. Pass Rate—What kind of level of rigor do you envision for each test? What do you expect the pass rate to be? (The State Board will decide the pass rate.)
3. Limited Combination—Suggestion: Do not use the Limited Combination. It would be a waste of time. It's not going to accomplish the goals set by the State Department.
4. Modules—Is the state department still considering modules or has that idea been eliminated? Modules would work well with general science in 9th grade because students would be prepared to take a module of chemistry and a module of physics. (It's still on the table, but there are some difficult measurement issues.)
5. Private Schools—Are these tests just for public high schools, or are they for religious and home schools? (Home schooled students would have to pass the 10 tests if they want a Maryland endorsed diploma.)
6. Differentiated Diploma—Could HSA be a battery of tests, where if you only pass some of the tests you could get a "class B" diploma? A differentiated diploma will help colleges make admissions decisions. (There has been discussion of a 2nd type of diploma.)
7. Math HSA—Students should have a choice in math as well as science.

Notes prepared by Susan Krupka.

²Comments in parentheses are CB/ETS responses to questions and issues.

Event: Eastern Shore Town Meeting

Date: November 21, 1996

Time: 7:00 - 9:00 p.m.

Location: Wicomico High School, 300 East College Avenue, Salisbury

CB/ETS Participants: Bill Harris, Ernie Kimmel, Susan Krupka

MSDE Participants: Dan Gadra, Ray Keech

Attendees (33 People): Jennifer Bernard, Educator, Princess Anne
Melanie Biscoe, Parent & Teacher, Parsonsburg
Teresa Blein, Parent, Hebron
Michael Booth, Parent, Berlin/Ocean City
Allen C. Brown, Parent & Board of Education Officer, Wicomico
Annette Cottman, Parent, Somerset
Diane Dolan, Parent, Salisbury
Ella Duma, Parent & PTA President, Salisbury
Gene Duma, Parent, Salisbury
Havlan Eagle, Administration Intern, Salisbury
Holly Eckman, Parent & SIAC Member, Berlin
Linda Evans, Parent, Salisbury
Margaret Furhill, Parent, Wicomico
Michelle Gale, Parent, Salisbury
Cherie Hall, Parent & PTA President, Quantico
Lori Henry, Parent, Parsonsburg
Joe Hetter, Parent, Salisbury
Hallie B. Holbroveo, Manager-Greenwood Middle School, Venton
Karen Hoffman, Teacher, Wenona
Bonnie A. Hughes, Parent, Salisbury
Robert Jones, Parent (PTA), Salisbury
Kim Laufeld, Parent, Salisbury
Catherine LeCates, Parent & Substitute Teacher, Parsonsburg
Kathleen McKay, Parent, Salisbury
Judy Mitchell, Principal, Wicomico
Kim A. Musser, Parent, Salisbury
Bob Robinson, Parent, Salisbury
Debra Roth, Parent, Salisbury
Jim Siegel, Teacher, Jalisburg
Monique Vestal, Parent, Salisbury
Valerie Wagner, Board Member, Pittsville
George Whitehead, Parent & School Board Member, Salisbury
Jennifer Wright, Parent, Princess Anne

Questions and Issues Raised:¹

1. **Statewide Administration**—Are the design options going to be administered statewide? (Yes)
2. **Parental Input**—What are the CLGs and where can we get a copy? (Every high school has a copy of the CLGs, and they are available on CD-ROM.) Public input was not solicited before the HSA decision was made. Parental input would have been more valuable earlier on. Elementary parents should know about the CLGs. Parents shouldn't have to wait until high school.
3. **Skills for Success**—Concern that social issues—not academic issues—are being assessed. How do you measure interpersonal skills? (Interpersonal skills will not be considered for measurement.)
4. **Disclosure**—Will sample questions be available? (Yes) After the test is given, can we see the actual test? Parents need to be able to help their students in areas of weakness. (We will recommend an expanded score report that will give an indication of the student's strengths and weaknesses.)
5. **Pass Rate**—If a 50% failure rate is expected, doesn't that defeat the purpose? (The cut score has not been set because the test hasn't been designed yet.)
6. **Field Tests**—What if the field tests fail? One year of field testing is not enough. After one year, the test isn't going to tell you what a student can do. Teachers should evaluate the student's work all year. (The schedule is tentative. Implementation will be delayed if there are problems with the field test.)
7. **Staff Development**—Teachers are missing class time for staff development. We should pay teachers to go to workshops in the summer. It's not fair to students if teachers are attending workshops during class time.
8. **MSPAP**—When students are absent for MSPAP they get a "0." This is unfair. Teachers bribe students with pizza parties for 100% attendance. Now the state has appropriated \$2.7 million for schools that show improvement. This can cause cheating.
9. **Other States**—Are other states doing this? (Other states are requiring assessment for graduation, but Maryland is a leader.)
10. **GED**—After 2004 will adults be able to take the GED? Will it still be valid? (The GED is in the process of being revised now.)
11. **Transition to College**—How is the HSA going to fit with the transition into college? (There is a K-16 Council at the State Department with representatives from MSDE, University of Maryland System, and Maryland Higher Education Commission. They are discussing

¹ Comments in parentheses are CB/ETS responses to questions and issues.

smoothing the transition into Maryland public institutions so that students who pass the HSAs can enter college without taking remedial courses.)

12. CTBS—Will CTBS be replaced? (No. It is a nationally normed test that tells parents how their kids are doing compared to other students across the country.)
13. Local Boards—Will the local boards have any input into the design of the HSA? (Local boards have already sent their ideas to the MSDE.)
14. Private Schools—Will students who attend private school or are home schooled be required to take this? (No. They would not get a Maryland endorsed diploma. If they want a Maryland diploma they would have to pass 10 of the tests.)
15. Teacher Input—Where does a teacher's judgment come in? Where does the equivalent local competency come in? (This is the problem the State Board is trying to address. There is too much inconsistency across the state. At least we can assume that the CLGs are being taught across the state if a student has a Maryland endorsed diploma.)
16. Differentiated Diploma—What about kids who don't pass? Will they get a different diploma? (The goal is not to deny a diploma. The question is should a school system give a diploma just because a student has 12 years of seat time?)
17. Funding—How much is this going to cost each year? (We don't know yet. The design will have an influence on the cost.)
18. Student Input—What input have students had into this? (There is a meeting on December 3 with the Maryland Association of Student Councils.)

Notes prepared by Susan Krupka

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Event: High School Assessment Task Force

Date: December 3, 1996

Time: 9:30 a.m. to noon

Location: University of Maryland, Terrace Room of the Student Union, 621 West Lombard

CB/ETS Participants: Bill Harris, Robert Majoros

MSDE Participants: Gaye Brown, Elaine Crawford, Betty Fisher, Gary Hedges, Diane Johnson, Eileen Oickle, Ted Schuder, Jerry White

Attendees (6): Linda Flanagan, Charles County
Elaine Franz, MEC
Wayne Gersen, PSSAM,
Helen Giles-Gee, UMSA
Sue Ann Tabler, MASSP
Ronald Thomas, Baltimore County

Questions and Issues Raised¹:

1. Scoring Reliability—What determines reliability? (Reliability increases as students have more opportunities to respond; therefore, multiple choice questions are very reliable.) Can teachers be taught to grade constructed response items reliably? (Yes, but a lot of training is needed.)
2. Scoring Scale and Turnaround—Timing is crucial, especially for graduating seniors. This is a major issue for principals. Proficiency levels should be part of the scoring process, not just pass/fail. Perhaps have one proficiency level for high school diploma and another for higher education use; raise the performance levels over time.
3. Staff Development—Staff development is needed to improve instruction as well as to score assessments. Can we accomplish both at the same time? (Yes, but it must be done carefully.)
4. Design Options—Will different options be chosen for different disciplines or for different grade levels within the same discipline? Or will there be one option for all assessments at a particular grade level? (Open for discussion. Different subject people prefer different options.) What about a course that is taught at different grade levels, e.g., Government can be taught at the ninth or tenth grade? Should the reading level be the same for all students who take the test? Special education students cannot be forced into one option. All design options should be described to the public in simple, understandable terms so that parents will understand the impact on their children.

¹ Comments in parentheses indicate CB/ETS response to questions.

5. Constructed Response—CR questions are not necessarily essays. Science and math CR questions can be drawing a graph, etc. A few CR items will test a small amount of knowledge in some depth, but you won't be able to assess the breadth of a student's knowledge.
6. Graduation Requirement—A major stumbling block is the passing of 10 tests for graduation. A large failure rate is not acceptable. But uniformity of assessment is important because a Maryland diploma should mean something for all students.
7. Cost—What is the hierarchy of cost for the options? (Don't have that information right now, but it will be included in the report because it is part of the deliverable.)
8. Attrition of Teachers and Administrators—Concern that new people entering the system over the next few years won't be trained or prepared for the HSAs, CLSs, and MSPAP. Teachers need to know the process, not just the content.
9. High Expectations & School Reform—Low achieving schools have been ignored for years. School by school accountability is more threatening than system accountability because low achieving schools cannot be ignored.
10. Local Scoring—Designs appear to be pointing away from local scoring because of cost, reliability, turnaround time, security, and teacher availability. But if a NY Regents model is followed (local scoring by teachers provide tentative scores that are verified at the state level through sampling), all design options are viable.
11. No-Fault Administration—A longer transition period is needed before student accountability occurs.
12. Local Assessments—Maryland school systems have created a consortium to create a data bank of multiple choice items that may be used as an alternative assessment (they have to be correlated to the CLGs). Even though the task force supports local options, they may be perceived as less rigorous by the public. Legal defensibility is a concern.
13. Additional Math Test—Some task force members argue that a third math test is needed for high education placement because, for instance, the results from two math tests isn't sufficient to enter an engineering program. Clarification is needed.

Event: Executive Board of the Maryland Association of Student Councils

Date: December 3, 1996

Time: 1:30 - 2:30 p.m.

Location: Maryland State Department of Education, 200 West Baltimore Street, Baltimore

CB/ETS Participants: Bill Harris, Robert Majoros, Patty McAllister

MSDE Participants: Nancy Grasmick, Ray Keech, Susan Travetto

Attendees: Approximately 50 middle and high school students

Questions and Issues Raised:

Nancy Grasmick welcomed the students, briefly introduced the HSA project, and fielded the following questions:

1. Will the HSA be like AP in that it will force teachers to challenge students by covering more material? Will this cause more students to drop out or fail? (Unprepared students should be identified at the elementary and middle school level to prevent failure in high school. A Maryland high school diploma must be meaningful; otherwise it is a disservice to students.)
2. What will be done to help teachers improve their instructional techniques? (College students who are studying to be educators must have adequate hands-on experience. More difficult to address the inadequacies of current teachers because they have been educated all over the country and world, but Maryland is in the process of retraining teachers.)
3. Will there be a HSA test covering computer science in the future? (Before assessment can occur, access to technology must be available equitably throughout the state. This will take several years to achieve.)

Ray Keech described the HSA as part of the Maryland school reform effort and fielded the following questions:

1. What happens if students pass the course but fail the test? (There will be remedial opportunities at night, during the summer, and during the regular school session, and then students will be able to test again.)
2. Will eighth graders taking algebra be able to take the HSA exam? (Exams will be at the end of the course.)
3. Will assessments replace final exams? (Up to the local school system.)
4. Will assessments be different for higher and lower ability classes? (No, all students will take the same exams.)

5. How will students who are enrolled in IB classes be affected? (CLGs will be incorporated in those classes, so IB students won't be disadvantaged.)
6. Will AP students need to take the assessments in addition to AP exams? (Yes, because AP courses don't necessarily cover the CLGs.)
7. Can school system assessments fulfill the state requirement? (No, the CLGs may not be covered, and there are legal defensibility issues.)
8. How will the tests be administered for students on a block schedule? Will there be a state testing days? (There will be multiple forms for administration in January, June, and maybe at the end of the summer.)

Bill Harris described the number of exams to be taken for graduation, the criteria for choosing a HSA system, and answered the following questions:

1. Can students take all 12 tests and get a certificate of merit? (At this time, there is no special or differentiated diploma.)
2. Will the tests be scored as pass/fail or on a scale? (The scale will depend on which option is chosen, but a 1-5 scale is likely.)
3. Why is there difference in the number of exams to be taken per subject? (It's a policy decision made by the State Board of Education.) If students must take three tests but pass four courses, how is this raising standards?
4. What happens to students who pass courses before tests are implemented? (Issue hasn't been resolved.)

Patty McAllister described the four design options. Students responded with the following comments and questions:

1. Portfolio Plus places a heavy burden on teachers. Prep Plus is problematic if a student is grouped for the preparatory exercise with unmotivated students. (Uniformity of preparation is a concern.)
2. Is there a reason for not following the New York Regents model? (It was a Board decision.)
3. Is Maryland the only state planning to use tests as a graduation requirement? (Yes)
4. What is the acceptable failure rate? (No decision yet.)
5. How will tests be adapted for learning disabled students? (IEP accommodations will be followed.)
6. Will the tests be graded on a curve if there is a high failure rate? (Issue hasn't been decided.)

7. How will three hour exams be scheduled into the school year? How will portfolios be graded fairly statewide?

students.doc

Event: Montgomery County Meeting of Content Supervisors & Teachers

Date: December 3, 1996

Time: 4:00 - 6:00 p.m.

Location: Paint Branch High School, 14121 Old Columbia Pike, Burtonsville

CB/ETS Participants: Bill Harris, Patty McAllister, Michele Roberts

MSDE Participants: Dan Gadra

Attendees (102): Ariel Adams, Teacher, Paint Branch High School
 Joe Austin, Administration, Montgomery County
 Lisa Baker, Teacher, Montgomery County
 Wilson Bascin, Science Teacher, Rockville
 Robert Bastress, School Administrator, Sykesville
 A. Belket, Math Teacher, Wheaton High School
 Joan Benz, Principal, Poolesville High School
 Carol Blun, School Administrator, Montgomery County
 Steve Bolful, Principal, Kennedy
 Glenn Bok, Physics Teacher, Montgomery County
 Dave Booz, High School Principal, Carroll County
 Sherri Bream, Principal, Westminster High School
 Joanne Busalacchi, School Administrator, Montgomery County
 Robert Clarke, Teacher, Montgomery County
 Siyann Cleined, A&S Staff, Montgomery County
 Carolyn Cobbs, School Administrator, Montgomery County
 Gerard Cousuegna, Science Coordinator, Montgomery County
 Steven Dickoff, Principal, Watkins High School
 Stacy Dimmick, Teacher & CADI Committee Member, Silver Spring
 John Day, Social Studies Instructional Specialist, Silver Spring
 Pearl M. Drain, Principal, Rock Creek Valley Elementary School
 Michelle Dunkle, English Teacher Coordinator, Bladensburg
 Ileana Enache, Spring Brook High School
 Dusia Ekzarkhov, Instructional Specialist - ESOL, Montgomery
 Sally Eller, Alternative School Teacher, Gaithersburg
 David Elseroad, Jr., SGA President, Montgomery County
 Kathy Engel, Principal, Career & Tech.
 John Erkin, Vice Principal, Prince George's County
 Deb Fagan, Teacher, Montgomery County
 Alan J. Ferraro, MC Federation of Teachers, Montgomery County
 Karen Fleischer, Montgomery County Public Schools
 Valerie Ford, Prince George's County
 Ann Frantz, Coordinator, Career & Tech. Education, Montgomery

Duane Frazier, Teacher, Columbia
Mary Gabardi, Takoma Park
K. Gandy, Teacher, Montgomery County
Greg Gochmour, Science Resource Teacher, Rockville High School
Elaine Goldberg, Teacher, Silver Spring
Donna Graves, Instructional Specialist, Montgomery County
Larry Haufer, Principal, Briggs Chaney
Margaret Hausen, Teacher, Silver Spring
Jay Headman, Administrator, Churchill High School
Sharon Healy, Central Office, Specialized Administration, Montgomery
Audrey T. Hill, Guidance Department, Watkins Mill High School
Grace Holt, ESOL Teacher, Rockville
Tom Jensen, Resource Teacher, Montgomery County
Mary Ann Jobe, Administrator, Montgomery County
Bonnie Jones, High School Teacher, Silver Spring
Jim Kennedy, Teacher, Sherwood High School
Alice Knight, Math Resource Teacher, Montgomery County
Paul Kroeger, Teacher, Montgomery County
Kris Lear, Coordinator, Career & Tech Ed., Montgomery
Rod Lunland, Paint Branch High School
Ann Mahoney, Math Department Chair, Montgomery County
Maria H. Malagon, ESOL/Bilingual Programs, Laytonsville
Jerome M. Marco, Principal, Walt Whitman
Gerald May, Teacher & Department Head, Rockville
Janice McCall, CTE Montgomery County Public Schools
Dollye McClain, ESOL Programs, Kennedy High School
Priscilla Meltor, Vice President Strathmore
Nancy Metz, Instructional Specialist, Montgomery County
Don Mieczkowski, Math Resource Teacher, Sandy Spring
Sue Modrak, Math Teacher Coordinator, Bladensburg High School
Maria Montgomery, School Administrator, Montgomery County
Vilnia Montiel, Instructional Specialist -ESOL, Montgomery
Margaret Morris, Central Guidance Unit, Montgomery County
George Morse, MCPS Subcommittee, Olney
Claudia Norris, Business, Columbia
Kevin O'Brien, PTA, Silver Spring
Elena Pisciotta, Chemistry Teacher, Blair
Pam Prue, Director, Department of Early Childhood, Paint Branch
Marjorie Rosenberg, Instructional Specialist -ESOL, Fairfax County
Ann Ross, Press, Chevy Chase
Karen Rubin, Administrator, Montgomery County
Russell Rushton, Math Teacher, Montgomery County
Helen Ryan, AP Teacher, Rockville
Nancy Sanchez, A&S Staff, Montgomery County
Susan Schwartz, Resource Teacher, Spring Brook High School

J. Searcy, Principal, Strathmore Elementary School
 Jan Shapiro, Special Education, Silver Spring
 Barbara Shoemaker, Montgomery County Public Schools
 Alfred Sklarew, A&S Staff, Montgomery County
 Mary Helen Smith, Associate Superintendent, Montgomery County
 Sue Spencer, Teacher, Montgomery County
 Lois Starier, Montgomery County
 Carol Starry, School Administrator, Montgomery County
 Holly Stein, ESOL K-12 Supervisor, Prince George's County
 Pauline M. Sullivan, ESOC Resource Teacher, Montgomery Village
 Elaine Tanenhaus, AP Teacher, Wootton High School
 Ruby Tate, Counselor, Wheaton High School
 Ginny Tucker, School Administrator, Montgomery County
 Bob Turner, High School Test Specialist
 P. Wayret, CESC, Montgomery County
 Jan Williams, Math Resource Teacher, Montgomery County
 Pamela G. Williams, Staff, Montgomery County Public Schools
 Mary Wilson, Montgomery County
 Richard Wilson, Montgomery County Public Schools Employee
 Kate Woodward, GED Literature/Arts
 Teresa Wright, ESOL Department, Garthensburg
 Marion Yavener, ESOL Specialist, Montgomery County
 Martha Young, Silver Spring
 Pat Zich, Math Coordinator, Rockville

Questions and Issues raised:

1. Alternative Assessment—Montgomery County has a high school assessment structure in place already in the four core subject areas as well as other areas. The Montgomery County courses cover more than the core learning goals. Montgomery County wants to use its own assessment in conjunction with the state HSA.
2. Modules—Will modules be available for semesters? January is too soon to give recommendations to the State Board. How will modules affect PSAT, SAT and AP? For mathematics, Montgomery County's requirements are greater than the state's. The semester exam duration is 2 hours. The module should be a subset of the county-wide exam. Appropriate to test on course/semester basis.
3. Impact on curriculum—Assessments may have a negative implication on instruction and learning. Limited combination design may shift focus of instruction. Multiple choice is inadequate. Limited Combination is not useful. It would shift the focus of instruction High stakes tests *do* drive instruction and so do functional tests. Social studies could benefit from modules to accommodate memory retention. Remember that tests developed now *do* represent State CLGs.

4. English as second language—There are 7,500 students in the ESL program in Montgomery County; two thousand are in high school. These students come from 130 different countries. It is unreasonable to expect the same achievement from this population. The assessments need to be in the students' native language for them to master the core learning goals in a relatively short time span that is considered normal for English speaking students. The three groups of utmost concern are:
- A student who may have one year or less of ESL left to complete, and has the highest level of English proficiency in the program.
 - LEP H.S.—These students may need up to four years of ESL (most Montgomery students are in this category).
 - Those who cannot master most of core goals due to limited education/English. Not enough time/opportunity to get them up to speed.

Note that no co-chair exists to represent ESL on State level. Many ESL students are very driven and hard-working, yet they lack instruction. Dan Gadra indicated that a letter was sent to the State Board from the Superintendent about this issue.

5. Curriculum alignment with CLGs—Science Curriculum Committee members are concerned about whether the core learning goals will be consistent with the goals they have set for mathematics and science in Montgomery County. They do agree, however, that the conflicts are slim and are confident that they are resolvable, provided that the Board works with them to ensure consistency.
6. Matter & Energy Course—Chemistry/Physical concepts are important and resulted in this course. Course needs to be tied to HSA tests and core learning goals in order to stay viable. Modules on their core goals would be an acceptable proposal to the Committee. If it is not acceptable, they want to develop their own alternative to submit for review. Biology, Chemistry and Physics should be considered the three key areas. The Science Committee developed 8 modules as building blocks for integrated science.
7. English Credit Courses—ESL staff/administrators are pleased to see fairness to all students. How will validity be ensured for students whose native language is not English?
8. Remediation—Could these tests extend high school career to 21 years of age? Early intervention is the key to avoid this.

Special Education—There are hundreds of students who could simultaneously require special accommodations during testing. Staff is in short supply. Need Sensitivity Review for the HSA and to include individuals with disabilities in the review. We recommend:

- Extended test taking time
- Group administration
- Computerized test with the assessments available on a diskette
- Audio component should be made available
- Continue to consider alternative assessments. Portfolio Plus should be the alternative design.

- Modularize assessments by mid-semester for students with memory deficit.
- Certificate of attendance should be allowed for disabled.

9. What is the difference between functional tests and HSAs? (More rigorous, high stakes.)

10. Test Schedule—Testing closer to instruction is preferable

Government/Citizenship tests—They drive the curriculum, and important information is often left out to cover relatively inane material. Example: Questions asking the age to become governor in MD instead of substantial questions covering current issues and events. The questions on these tests also leave out appropriate vocabulary. Even when students know the concept, they still miss the question.

11. Teacher Training—Great new programs are worthless without appropriate teacher training.

12. Level of tests (reading/math) is crucial.

13. Look at what is being done *right* in Montgomery County. The county is in the top ten. SAT scores are high.

14. Allow Assessments to be developed by teachers as long as they include CLGs.

15. Parents always research schools before they move. If the requirements are too hard, they may decide not to reside here. These tests could fiscally impact the State.

Notes prepared by Michele Roberts

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Event: Montgomery County Town Meeting

Date: December 3, 1996

Time: 7:00 - 9:00 p.m.

Location: Paint Branch High School, 14121 Old Columbia Pike, Burtonsville

CB/ETS Participants: Bill Harris, Patty McAllister, Michele Roberts

MSDE Participants: Dan Gadra

Attendees (52): Patricia Beam, GAC Chair/Staff, Silver Spring
 Nivea C. Beirios, Parent, ESOL/Bilingual
 Jackie Boodie, Administrator, Prince George's County
 Mary Ann Bowen, Legislative Aid & City Council Member, Colesville
 S. Braunstein, PTSA Co-President, Montgomery
 Ray Bryant, School Administrator, Montgomery County
 Tiffany Butcher, State Board of Education
 Kevin Byow, Cluster Rep., Rock Creek Valley Elementary School
 Albertta Caldwell, Principal, Howard County
 Lucie Campbell, Churchill Cluster, Montgomery County
 Alan Cheung, Montgomery County Board of Education
 Terese Clemens, Parent & PTA VP, Montgomery County
 C. Cross, Chevy Chase
 Joyce Dandridge, CEA, School Administrator, Prince George's County
 Susan DePLatchett, Administrator, Upper Marlboro
 Sara Deshler, Parent, Kensington
 Carmella Doty, Teacher, Bowie
 Ana Downs, Parent & Resource Teacher, Wheaton Cluster
 Blair G. Ewing, Board of Education Member, Montgomery County
 Reginald M. Felton, Board of Education, Springbrook
 M. Bradley Flynn, Parent & PTA Representative, Wheaton/Rockville
 Shelbon Fishman, PTA, Silver Spring
 Richard Foster, Parent, Anne Arundel County
 Dale Fulton, Department of Academic Programs, Rockville
 Bea Gordon, Board of Education Member, Montgomery County
 Anasol Gutierrez, Board of Education, Chevy Chase
 John Haigh, MSDE
 Pam Hard, Co-President PTSA, Churchill
 Sharon Healy, Parent, Montgomery County
 Mary Hempple, Special Education, Montgomery County
 Ella Iams, Parent, Bethesda
 Howard Iams, Parent, Bethesda
 Carol Januis, Parent & PTA Member, Potomac

Richard Jones, Cluster Rep. Greencastle, Burtonsville
Joan Karason, Montgomery County
Walter Lang, Parent, Gaithersburg
Ivette Laureano, Parent, Wheaton
Bernard Levin, Concerned Citizen, North Bethesda
John Nori, Parent & MCPS Administrator
Barbara Richeider, SHSPTSA, Prince George's County
D.L. Robinson
R. Rosar, Principal, Montgomery County
Rachel A. Prager, Potomac
Gerald Roper, Silver Spring
Steven Sileznov, Associate Superintendent, Montgomery County
Mona Signer, Montgomery County Board of Education
Alfred Sklarew, Principal, Gaithersburg Elementary
John W. Smith, Concerned Citizen, Montgomery County
Marybeth Stockman, PTA Representative, Clopper Mill Elementary
Chris Traini, Parent, Howard County
Jane Tucker, Parent, Potomac
Mary Vincent, Parent & PTA Member, Potomac

Questions and Issues raised:

1. Sensitivity to county standards—Needs and standards of each county is vital. Emphasize finding common ground, high standards and ensuring a collaborative effort. Counties are all different. Montgomery County does not want to dilute existing standards. Math (algebra & geometry) and Science standards in Montgomery Co. were established well before State standards.

2. ESL Students—Montgomery County has largest number of ESL students. It also has a developed assessment infrastructure in place. Look closely at early years of implementing MSPAP.

Unfunded mandates—Is this assessment test going to prove to be another unfunded mandate from the State? Is it in line with costs of administration? Will it be offset by ending functional tests and the associated costs of their administration?

3. Requirements Analysis—Impact study should be a priority before project is designed.
4. Pilot Program—High stakes is a major concern. Suggestion: Slow implementation. Perhaps 1-2 tests at a time.
5. Costs—What will the costs be for development, implementation and administration? What will be the impact on local jurisdictions? Some functional tests have moved to the middle schools. What kind of State funding will be provided for professional support?

6. Functional Tests—Will these tests replace function tests? Will functional goals also be included in the CLGs?
7. SAT II—Will SAT II material be included in assessment tests? They may not agree with one another.
8. Failure Rate—A recent article stated that 50% of assessment test takers will fail. (Question addressed by Bill Harris): Old data based on earlier tests indicated that dropout and failure rates were not affected. We have no new data to prove otherwise.
9. Student Diversity—It is important to not only consider fairness to all students, but to also remember that each individual taking this test is more than just a statistic. This test has to consider the different needs, backgrounds and experiences of each person who will be critically impacted by this high-stakes assessment. Individual student must be emphasized in order to call it a test for the 21st century. Technology also needs to be fully included. Pre- and post-testing of CLGs for each student should be considered. (Alan Chung, Montgomery County Board of Education)
10. HSA Task Force—How was the task force developed for this project? How broadly representative is this effort in terms of affiliation? (The State Board of Education made the decision on the process, but they did make every effort to include a broad spectrum of persons on the task force: teachers, principals, parents of specific needs populations, etc.)
11. Minority Achievement—According to an article in this week's *Education Week*, the achievement gap is widening. What's the plan for addressing minority achievement gaps? Responsibility resides with the students and the teachers. Adaptation and accommodation upon demand, assessment paralleling quality instruction, and acknowledgment of cultural diversity are primary concerns.
12. Staff Development—A staff development framework should be developed to address understaffing issues related to administration. It should be presented not just to the SBE but also to the teachers. Consider interdisciplinary work concerns and contractual issues. Solid plans on all points of this project should be presented to the SBE and the public for additional comment before any pilot program becomes effective. Coordination of MSPAP with HSA must be resolved during this time.
13. Public Engagement—The SBE should have distributed a flier with students' report cards to announce these town meetings. Not only was community representation at 1% or less, many Board officials, PTA members and other representatives did not even attempt to attend any of the meetings. The lack of communication prevented valuable insight from ever being entered into the record.
14. MSDE staff will meet with New York Regents staff soon.

Notes prepared by Michele Roberts

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Event: Maryland Partnership for Teaching and Learning K-16

Date: December 4, 1996

Time: 9:30 - 10:15 a.m.

Location: Maryland State Department of Education, 200 West Baltimore Street, Baltimore

CB/ETS Participants: Howard Everson, Bill Harris, Robert Majoros

MSDE Participants: Dan Gadra, Ray Keech

Attendees (15 people): Cathy Cerveney, 1997 Maryland Teacher of the Year, Ring Factory Elementary School
Edward O. Clarke, Jr., Chairman, Maryland Higher Education Commission
Christopher T. Cross, President, Maryland State Board of Education
Thomas B. Finan, Jr., Board of Regents, University of Maryland System
Patricia S. Florestano, Secretary of Higher Education, Maryland Higher Education Commission
Nancy S. Grasmick, State Superintendent of Schools, Maryland Department of Education
William E. Kirwan, President, University of Maryland at College Park
Donald N. Langenberg, Chancellor, University of Maryland System
Shirley M. Malcom, Head, Directorate for Education and Human Resources, American Association for the Advancement of Science
Edward Mitchell, Chairman of the Board and Chief Executive Officer, Potomac Electric Power Company
Gilbert Ogonji, Council of University System Faculty and Professor and Chairperson Natural Sciences, Coppin State College
James B. Sellinger, Vice President, Product Manager, Southern Area, IBM Corporation
Robert Slavin, Principal Research Scientist, The Johns Hopkins University Center for Social Organization of Schools
Donald J. Slowinski, President, Essex Community College
Frederick J. Walsh, President, Catonsville Community College

Questions and Issues Raised:

1. Local Options—Requests are received frequently from school systems in support of local evidences of competence, but comparability and legal issues continue to be of concern.
2. Score Reports—Will score reports be on a scale or simply pass/fail? A final decision hasn't been made, but the State Board seemed to favor a pass/fail score because the HSAs are

designed to be a minimum mastery or threshold of knowledge. There was support among council members for the pass/fail system.

3. The HSA is a two step process because the tests measure competencies as well as the ability to achieve the competencies. Schools and students are being assessed.
4. Modules—Use of modules could ease remediation efforts by identifying specific deficiencies. Programmatic and economic implications of remediation are enormous.
5. Timed vs. Untimed Testing—What would be the impact of untimed testing for learning disabled as well as other students?
6. Cut Score—We need to think of the cut score as a minimum level of performance, not as something negative or exclusionary.
7. Phasing in of the HSAs—Initial scores will be low and rise over time. Suggestion to use the tests as an accountability system for the schools for the first few years before they are used as a student accountability system. Some members wondered if students would take the tests seriously without personal accountability, but others said that the challenge to motivate students rests with the schools.
8. Cost—Concern about adding another state-wide testing program.
9. Public Engagement—Important to replace the testing jargon used in public engagement sessions to language the public will understand (e.g., change selected response to multiple choice).

Event: High School Principals (second meeting)

Date: December 5, 1996

Time: 9:45 - 11:35 a.m.

Location: Anne Arundel Board of Education Board Room, 2644 Riva Road, Annapolis

CB/ETS Participants: Wayne Camara, Robert Majoros

MSDE Participants: Ray Keech

Attendees (22): Michael Asplen, Cambridge South Dorchester
 Lynn H. Bell, Southern Garrett High School
 Loretta Breese, Forest Park High School
 Anne D. Carusi, Western High School
 Susan DePlatchett, Frederick Douglass High School
 Bob Dredger, Calvert County Public Schools
 Elaine Gorman, Baltimore County Schools
 Martin R. Green, Northern Garrett High School
 Steve Grudis, Parkside High School, Wicomico County
 Ronald E. Harder, St. Michael's High School
 Keith Harmeyer, Loch Raven High School
 Roberta Hays, Harford County Public Schools
 Joseph Lupe, Bladensburg High School
 Ruth Malone, Wicomico High School
 Clarence Miller, Baltimore County Public Schools (Johns Hopkins University)
 Beverly Pish, Prince George's County Testing
 Gene Streagle, Howard County Public Schools
 Timothy Thurber, Easton High School
 John Ryan, Chopticon High School
 Tommy Tucker, Calvert County Public Schools
 Eddie Wieland, Liandtown High School
 Carolyn Wood, Harford County Public Schools

Questions and Issues Raised¹:

1. Test Security—Additional years of no-fault testing will build the bank of items and decrease the security risks.

¹ Comments in parentheses indicate CB/ETS response to questions.

2. Test Length—Will the tests be three hours in length? (We're estimating the test to be two hours. Extended Constructed Response items could increase the length to three hours.)
3. Scoring—The following comments and questions were in response to a description of the length of time needed to score each of the testing options:
 - Time is needed after the scores are reported to analyze the data, create the students' class schedules, and arrange for any remediation.
 - Does the schedule permit the test grade to be included in the final grade? (No, but that can be accommodated by moving back the testing schedule.)
 - Can the Constructed Response items be on an earlier schedule than the Selected Response? (It may be more administratively difficult, but it is possible.)
 - Do you envision a window of time for all testing? (The testing will all occur in one week. After another week passes, there will be a make-up testing day.)
 - Average students may need the entire course to pass a HSA test; they can't afford to miss thirty days of instruction. (Teachers will need to know what part of the curriculum and CLGs will be covered on the test. Other information can be covered on the final exam.)
4. Modules—Will students be able to retest on the parts of the test they didn't pass, or will they need to retake the whole test? (Modules are possible, but because the creation of those retests involves the expensive process of equating and scaling, this may not be feasible.) Even though modules may be expensive, it may be cheaper in the long run than remediating students in information they already know.
5. Proficiency Scales—Principals need to know the proficiency levels/subscores to aid remediation efforts. (Subscores are possible for diagnostic information but are not reliable enough for high stakes.)
6. Improving Instruction—How will the HSAs impact and improve instruction? Principals already know what's wrong with instruction; the HSA pilot will only confirm what we already know. Are we holding the school or student responsible?
7. Computerization—Can we have test designs that will lead to computerization? Computerized tests can be taken during non-instructional time. (Not being considered now because adequate computer facilities are not available.)
8. Teachers want to see the testing instruments before they alter instruction.
9. Some students need more time to master material. Is it unrealistic to expect that all students will master all subjects? The traditional school year schedule needs to be reevaluated.

Event: Superintendents (second meeting)

Date: December 6, 1996

Time: 10:00 -10:30 a.m.

Location: Martin's West, 6817 Dogwood Road, Baltimore

CB/ETS Participants: Wayne Camara, Ernie Kimmel, Robert Majoros

MSDE Participants: Dan Gadra, Nancy Grasmick, Ray Keech

Attendees: 24 Superintendents

Ernie Kimmel described the four HSA design options and their development. Wayne Camara listed the critical issues that need to be addressed and a schedule of score reporting for each option. Due to the fullness of the morning agenda, Nancy Grasmick asked the superintendents to submit any questions or issues to Ray Keech for discussion at the mid-January meeting. The State Board will make decisions regarding the HSA in late January.